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# THE NORTH CAROLINA TEACHER.

VOL. X.      RALEIGH, SEPTEMBER, 1892.

NO. I.

EUGENE G. HARRELL,      -      -      -      -      Editor.

## WHATEVER COMES.

SARAH K. BOLTON.

Life is a struggle for the most—  
Bare rooms, and common fare,  
And helpless friends—a weary host—  
And toil, and stifling air.  
But great men came from such as these,  
The country's life to save;  
And manhood is not nursed in ease—  
Whatever comes, be brave.

Some will speak ill, some envy you,  
Some criticise, or blame;  
Some whom you trusted prove untrue,  
Friends only in the name;  
Some will ignore you if your dress  
Be poor, some scorn your sphere;  
But keep a heart that loves to bless—  
Whatever comes, have cheer.

You will be tempted in the race;  
Debt is an easy snare;  
And pride has oft a Janus face,  
And vice a winsome air;  
And love of wealth and power may lead  
To dally with the wrong;  
But to your better self give heed—  
Whatever comes, be strong.

—*Journal of Education.*

[For The North Carolina Teacher.]

## GENERAL JAMES HOGUN.

### A FRAGMENT OF A LOST CHAPTER.

BY WALTER CLARK, RALEIGH, N. C.

North Carolina in the Revolution furnished ten regiments to the regular service, *i. e.*, the Continental Line. Five of the Colonels of these became general officers, the only Generals North Carolina had in the regular service. They were General Robert Howe, of Brunswick County, who rose to be Major General—our sole Major General—and four Brigadiers, General James Moore, also of Brunswick, who died early in the war (in the spring of 1777); General Frank Nash, of Orange County, killed at Germantown 5th October, 1777, and buried near the field of battle; General Jethro Sumner and General James Hogun. After the death of General Nash, in October, 1777, till January 9, 1779, when Sumner and Hogun were elected Brigadier Generals by Congress, North Carolina had no Brigadier at all, her troops being commanded by General Alexander McDougall, of New York.

The lives and careers of the first three named are well known. For some reason the data as to the last two were neglected. The Hon. Kemp P. Battle, by diligent search in many quarters, was able to restore to us much information as to General Jethro Sumner, of Warren County, and, indeed, to rehabilitate his memory. As to General James Hogun, of Halifax County, the task was more difficult. Little was known beyond the fact that he was probably from Halifax County and that he was a Brigadier General. The late Colonel William L. Saunders requested the writer, probably because a native of that county, to investigate and to preserve to posterity whatever could now be re-discovered as to this brave officer.



After long investigation of the subject, I now venture to ask place in your columns for the following meagre statement, not because the facts are of themselves of much interest, but that they may be the possible cause of information being added thereto from other sources.

It may be noted that North Carolina has not named a county, or township, or village in honor of either of the four Generals—Howe, Moore, Sumner or Hogun. Moore County was named in honor of Judge Alfred Moore, of the United States Supreme Court. General Nash was the only one of the five thus honored, the county of Nash having been formed in 1777, the year of General Nash's death at Germantown.

General James Hogun was born in Ireland. The year and place of his birth are unknown. The name is spelt Hogun, though usually in Ireland, where the name is not uncommon, it is written Hogan—with an *a*. He removed to Halifax County, this State, and to the Scotland Neck section of it. He married October 3, 1751, Miss Ruth Norfleet, of the well-known family of that name. In the Provincial Congress, which met at Halifax April 4, 1776, and which framed our first State Constitution, James Hogun was one of the delegates for Halifax County. He was appointed paymaster in the Third Regiment (Sumner's), but on the 26th November, 1776, he was elected Colonel of the Seventh North Carolina Regiment, and on December 6 of that year an election was ordered to fill the vacancy in Congress caused thereby. Colonel Hogun marched northward with the Seventh and Colonel Armstrong with the Eighth, and both regiments arrived in time to take part in the battles of Brandywine and Germantown.

Colonel Sumner was appointed to fill the vacancy caused by the death of General Frank Nash. For the vacancy caused by the promotion of General Howe from Brigadier General to Major General, our Legislature recommended Colonel Thomas Clark of the First Regiment; but General

Washington stated that, while not undervaluing Colonel Clark's services, Colonel Hogun by his distinguished gallantry at Germantown had earned the promotion, and he was elected by Congress and commissioned a Brigadier General accordingly January 9, 1779. He continued to serve with the army at the North. In the fall of 1778 he was on recruiting service in North Carolina and carried five hundred recruits back to the army with him. When Charleston was threatened all of the North Carolina line, which had not previously gone South with General Lincoln under Sumner, was ordered to that point.

Owing to losses, the North Carolina regiments, then North, were consolidated into four, and General Hogun placed in command. At the head of his brigade he passed through Halifax and Wilmington in February, 1780, and took part in the memorable defence of Charleston. When General Lincoln surrendered that city, on the 12th of May, 1780, though he surrendered 5,000 men, only 1,800 of them were regular troops, and a large part of these was General Hogun's North Carolina Brigade. General Sumner, our other Brigadier, who had commanded that portion of the North Carolina line which was at Charleston before General Hogun's arrival, was home on furlough, as were many officers that had lost employment by the consolidation of the depleted companies and regiments. With that exception, North Carolina's entire force was lost to her at this critical time.

The surrendered militia were paroled, but the regular troops, headed by General Hogun, were conveyed to Hadrell's Point in rear of Sullivan's Island, near Charleston. There they underwent the greatest privations of all kinds. They were nearly starved; but even a petition to fish, in order to add to their supply of food, was refused by the British. These troops were also threatened with deportation to the West Indies. General Hogun himself was offered leave to return home on parole. Tempting as the



offer was, he felt that his departure would be unjust to his men whose privations he had promised to share. He knew that his absence would aid the efforts of the British who were seeking recruits among these half-starved prisoners. He fell a victim to his sense of duty and fills the unmarked grave of a hero. History affords no more striking incident of devotion to duty, and North Carolina should erect a tablet to his memory, and that of those who perished there with him. Of the 1,800 regulars who went into captivity at Hadrell's Point with him, only seven hundred survived when they were paroled a few months later.

We do not know General Hogun's age, but as he had married in 1751 he was probably beyond middle life. In this short recital is found all that careful research has so far disclosed of a life whose outline proves it worthy of fuller commemoration. Could his last resting place be found, the tablet might well bear the Lacedemonian inscription :

"Siste, viator, heroa calcas."

"Pause, traveller, a hero's dust lies below."

General Hogun resided in Halifax County about one mile from the present village of Hobgood, at the place where the late L. L. Savage lived. He left only one child, Lemuel Hogun, who married Mary Smith, of Halifax County. To Lemuel Hogun, March 14, 1786, North Carolina issued a grant for twelve thousand acres of land in Davidson County, Tennessee, near Nashville, as "the heir of Brigadier General Hogun." In October, 1792, the United States paid him \$5,250, being the seven years half pay voted by Congress to the heirs of a Brigadier General who had died in service. In 1814 Lemuel Hogun died, and is probably buried at the family burial ground. In 1818, the widow with his children moved to Tuscumbia, Alabama. Numerous descendants are to be found in that State and in Tennessee and Mississippi. In the late war

General Hogun's papers, which might have furnished materials for history, were seized by the Federal troops and presumably destroyed, though it is barely possible they may be yet preserved in some Northern historical collection. It is known that among these papers was at least one letter from General Washington to General Hogun.

These five—Howe, Moore, Nash, Sumner and Hogun—were, as has been said, the only generals from this State in the regular service. We had several generals who commanded militia ordered out on three months tour, or on special service, at sundry times, such as General Griffith Rutherford and General Davidson, for whom those counties have been named; Generals Butler and Eaton, and others. General Davidson had been a Lieutenant Colonel in the Continental Line, but was a Brigadier General of militia when killed at Cowan's Ford. There were others, as Colonel Davie, Major Joseph Graham (who commanded the brigade sent to Jackson's aid against the Creeks in 1812), and several others, who acquired the rank of General after the Revolution. The militia figured more prominently in that day than since. The important victories of Kings Mountain and Ramsour's Mills were won solely by militia, and Cowpens and Moore's Creek by their aid. Rutherford and Gregory commanded militia brigades at Camden, as Butler and Eaton did at Guilford Court House, and as General John Ashe did at Brier Creek.

It may be of interest to name here the Colonels of the ten North Carolina Regiments of the Continental Line.

First Regiment, James Moore. On his promotion to Brigadier General, Francis Nash. After his promotion, Thomas Clark. Alfred Moore, afterwards Judge of the United States Supreme Court, was one of the Captains.

Second Regiment, Robert Howe. After his promotion to Major General, Alexander Martin. He being elected Governor, John Patton became Colonel. In this regiment Hardy Murfree, from whom Murfreesboro, in North Caro-



lina and Tennessee are named, rose from Captain to Lieutenant Colonel; and Ben Williams, afterwards Governor, was one of the Captains. David Vance, grandfather of Governor Vance, was a Lieutenant.

Third Regiment, Jethro Sumner. After his promotion it was consolidated with the First Regiment. In this regiment Hal Dixon was Lieutenant Colonel, and Pinketham Eaton was Major, both distinguished soldiers, and William Blount, afterwards United States Senator, was Paymaster.

Fourth Regiment, Thomas Polk. General William Davidson, killed at Cowan's Ford, was Lieutenant Colonel of this regiment, and William Williams, afterwards prominent, was Adjutant.

Fifth Regiment, Edward Buncombe, who died of wounds received at Germantown, and for whom Buncombe County is named.

Sixth Regiment, Alexander Lillington; afterwards Gideon Lamb. John Baptiste Ashe, of Halifax, who was elected, in 1802, Governor, but died before qualifying, was Lieutenant Colonel of this regiment.

Seventh Regiment, James Hogen. After his promotion, Robert Mebane. In this regiment Nathaniel Macon, afterwards Speaker of Congress and United States Senator, and James Turner, afterwards Governor and United States Senator, served together as privates in the same company.

Eighth Regiment, James Armstrong.

Ninth Regiment, John P. Williams. Of this regiment William Polk was Major.

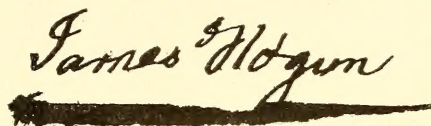
Tenth Regiment, Abraham Shephard.

The State had also in the Continental Line a battery of artillery commanded by John Kingsbury, and three companies of cavalry, commanded respectively by Samuel Ashe, Martin Phifer and Cosmo de Medici.

But pardon this digression, my object in writing was to give the very meagre details which, after laborious research,

I have been able to learn as to General Hogun, his origin, his services and his descendants. I trust that others may be able to bring to light further information, so that an adequate memoir may be prepared and transmit to other times the memory of so distinguished an officer.

The following is the *fac simile* signature of General Hogun :

A handwritten signature in cursive script that reads "James Hogun". The signature is written in dark ink and is underlined with a thick, dark horizontal stroke.

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### THINK OF THIS.

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The next time you feel it a duty to preach a sermon because some small boy has done harm in throwing a stone, read this before announcing your text:

"It's a boy's way to jump down the steps and go to the gate, hang on for a moment, make a few sounds with his voice such as nobody but a boy can make, and no other living thing would make if it could.

"The sounds don't mean anything; he makes them because—well, because he is a boy. As if he had suddenly thought of something to do, he bangs the gate open and rushes down the middle of the street yelling like a young Indian. But he has not thought of anything. He has simply done that because he couldn't think of anything to do, and must do something.

"Then he picks up a stone and throws it at a dog, and feels sorry if he hits the mark, for he doesn't want to hurt the dog. He throws the stone because he and the dog and the stone are there." And it was because he was only a boy.—*School Journal*.

## STOCK GAMBLING IN THE SCHOOLS.

People are just as liable to lose their senses over the educational craze as they are over any other craze, and it seems that they have already reached that point in Boston.

About a month ago a bank was organized in the Boston High School, presumably for the practical instruction of the pupils in business and financial methods, and *The Transcript* thus describes its workings:

Yes, the boys have entered into the experiment with the greatest enthusiasm and zeal. In fact, they would spend all their time here if they were allowed to do so. They have so far exhibited the most commendable prudence in their operations. This morning, for instance, a number of them thought certain provisions a purchase at the price quoted at the opening of the market; but evidently the rest thought so too, for not one of the holders of those commodities would sell, so the bank had to supply the would-be buyers under an agreement by which it engages to sell stocks, bonds and provisions at the market price to those intending purchasers who cannot get what they want from their fellows. They also keep a sharp eye to their interests. For instance, I had a holder of some shares of C., B. and Q. stock approach me to-day with the published statement that the road had just declared a dividend of  $1\frac{1}{4}$  per cent., and invite me to pay the amount due on the stock he held.

But until the books are balanced, and the condition of each boy's business is ascertained, no one can be absolutely sure of exactly what the young financiers have been up to, as trading among themselves has been pretty lively, and is encouraged as much as possible by the instructor. Doubtless, the day of settlement will bring to light a good many curious and unexpected denouements. Whether it will reveal the existence of the combinations, deals and attempts at cornering the market which are so usual in ordinary business is one of those things which, in the words of Lord Dundreary, "no fellah can be expected to know anything about."

An old-fashioned Bostonian, whose eyes are not blinded by the educational craze, protests against this as an "amazing development." He says:

Some time ago it was thought that the object of education was the development of all that was best in children, the bringing out of their



noblest traits, the curbing of their instincts of selfishness, of meanness, the leading them to the consideration of beautiful and admirable things. All this is changed now, and to the mechanical and military qualities of education which we have to our injury borrowed from Germany, are now being added the commercial and financial qualities for which we alone are responsible. It is hard to imagine a more hopeless state of things. The present condition of unscrupulous commercialism is bad enough, but the knowledge that public education itself is fast becoming a system for the making forever impossible of anything better, for the teaching of children the principles of stock gambling and speculation, is intolerable. Yet it is hard to see how anything can be done; the system must work to its logical conclusion, and destroy itself; there seems no other way.

People down this way will sympathize with the old Bostonian, and they will take care to see that stock gambling is not introduced in Southern public schools. Better no public school system than such a system!

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### THE CONFEDERATE FLAG.

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When, some time ago, we suggested that but few persons now remembered what the Confederate flag was, we did not refer to the battle flag, but to the Confederate flag. Indeed, there were three flags adopted by the Confederate government. As the *Richmond Dispatch* says, the "Stars and Bars" was adopted at Montgomery.

In May, 1863, Congress adopted a new flag with the battle flag in the place of the stars, and the rest of the flag a pure white. That proved to be too indistinct, and in 1865 Congress adopted still a third flag, which was similar to the last, but with a wide red bar extending down the outer edge of the flag.

The best-remembered Confederate flag was the "Stars and Bars." The Stars and Bars was so similar in appearance to the United States flag that it was difficult on the field to distinguish them. To remedy that General Beauregard proposed a Confederate battle flag, which General

Joe Johnston adopted. It was at once introduced and became known as the "battle flag." Afterwards the Confederate Congress approved the change, and the flag was adopted by law. That flag is now generally known as the Confederate flag, but it was never the National flag; was never hoisted at any fort or post or garrison, or on board of a ship.

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### OCCUPATIONS FOR WOMEN.

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It is reported that five of the Faculty of the Missouri Medical College have resigned because of the admission of lady students to the school. Seventeen young ladies were admitted to the study of medicine, and the male students protested against the innovation and were supported by five of the Faculty, and, as the protestants failed to have the young women ejected, the five archaic professors tendered their resignations. It is a satisfaction to learn that they were accepted at once, and the places promptly filled by others in harmony with the spirit of the age.

Prejudices and traditions give way slowly, but right is bound to be ascendant. If a woman wants to be a doctor, lawyer, teacher, merchant, or road supervisor, she has as much right to her choice as a man has. It is not in keeping with the spirit of this republic that any man shall be compelled to follow the same occupation that his father and his grandfather did.

It is at once a matter of pride and a source of strength that the highest place in the land is open to the rail-splitter or the canal boy; and he is indeed a narrow man, and unworthy of the opportunities this free nation affords, who would restrict the privileges and opportunities of his sisters to the same bounds that a narrow and illiberal age imposed upon woman in the days of his grandmother.—*Central School Journal*.

## STUDIES IN METEOROLOGY.

The *Detroit Free Press* thus comments on the introduction into the schools of that city of the above-named science:

It is pleasant to note that the science of meteorology has been introduced as a study in the public schools, and that the charts and bulletins issued daily by Secretary Rusk's Weather Bureau are to be used as text-books. Since time immemorial the weather has been a staple and important topic of polite conversation, yet, grievous to say, society has only the most superficial knowledge of it. Observe, if you please, this representative dialogue of the present time:

"Good morning! Nice day!"

"Very Nice! Nicer than yesterday!"

"Not so nice as day before yesterday, though!"

"No; but nicer than day before that!"

"Clouding up a little, isn't it?"

"Yes; fixing for rain, I guess."

"Good morning!"

How much more satisfactory conversation will be when the rising generations, with their profounder knowledge of atmospheric phenomena and meteorological technique gleaned from the Weather Bureau's daily bulletins, meet and discuss the universal subject thus:

"Good morning! Stationery temperature!"

"Yes; seventy-nine mean! Rising barometer!"

"True, but precipitation increased!"

"You don't say! Humidity ninety-seven per cent!"

"And wind south-west; velocity eight miles."

"Good morning!"



## EDUCATIONAL REFORM.

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BY FRED. C. FOSTER, FORT SIMCOE, WASHINGTON.

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It is perhaps well to stop and inquire into the nature and *personnel* of the profession to which so many and such grave duties have been assigned of late. The average pedagogue is not a brilliant of innumerable facets, but has his limitations. He, generically considered, is ordinarily derived from one of three sources: first, the so-called "Normal School," which accepts any and all material, and, after grinding it through a course varying from six months to two years, turns out teachers as a factory might watches—warranted to run with a set movement under certain unvarying conditions; second, the high school, which yearly adds to the list a bevy of girls in their teens—well-meaning enough, but too much concerned with the social and other responsibilities of their years to take a vital interest in or even to have an adequate understanding of the great responsibilities they incur; third, the poor quondam child of riches who adopts teaching as the most respectable method of earning a livelihood. With these last it is well to be charitable.

These three classes furnish the majority of our common-school teachers. The collegians who adopt the profession as a stepping-stone to "something better," and generally end by remaining in it, are, for the most part, engaged in higher education, and may be virtually counted out.

With this corps of teachers it is proposed to remedy all the ills that flesh is heir to—to build the athlete, to purify the State, to minister to the mind diseased.

It is evident that the necessity for reform points first to the teacher. He should be, of all men, most broad; he is, often of all men, most narrow. His wit is proverbial, his

eccentricities the theme of every class-day. He is irascible, opinionated, nervous. He teaches by rule; when rule fails, his only recourse is the rod.

If this seem an extreme view, let it be remembered that the average common-school teacher is the one in question.

The profession seems to present certain opportunities for leisure and shirking, which draw into it much mediocre talent. In reality, it offers a field in which the most tireless energy and broadest culture might find fitting exercise. Yet of all professions it is most neglected; it receives the poorest pay and the poorest preparation.

The doctor, or lawyer, or minister, or civil engineer, must take a long course of special training, but it is the popular idea that anyone with a common-school education may become a teacher of young children in default of something better.

What a disparity between the teacher and his present duties! He is expected not only to train the mind, but also body and soul. He must teach manual training, crush the evils of intemperance, create a purer body politic, a purer press—in short, relieve the parent of most, if not all, parental obligations.

Now, the teacher, *par excellence*, is born, not made. He should be original, many-minded, capable of the proper study of mankind, of infinite adaptability, unwearying patience and unswerving justice. He must be a man of all ages, a "world-citizen"—of keen discernment, nice discrimination; in a word, an epitome of the broadest culture.

The evil of poor teaching among older pupils is partly mitigated by the pupil's individuality. The wrong done to the young and unformed is incalculable and ineffaceable.

Admitting, then, that the teacher needs reform, what are the best means of reforming him?

Three steps would seem to be necessary. First, let the salaries be such as would enable real talent and genius to enter the profession and still retain some degree of self-respect and to enjoy some approximation of comfort.

Second, let the teacher have the full and broad preparation which his all-important and multifarious duties demand. Let him be made to feel that he, of all others, needs a special course of training—not so much in method as in mind.

Third, let instruction in the common branches be differentiated and specialized as it is in the colleges and in the better class of academies and high schools.

It is absurd to ask of even the most versatile teacher to give instruction in arithmetic, geography, penmanship, physiology, drawing, history, and a host of other subjects, with equal facility and success. Each really good teacher is inspired and original in some particular branch, and the monotonous routine of the many others he is required to teach becomes a weary humdrum.

Until the above requirements are met, at least in part, until a broader culture is demanded of common-school teachers than is indicated by a normal-school certificate or a high-school diploma, it would be well to think twice before laying more burdens on the already overtasked profession.

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## THOUGHTS FOR MUSIC TEACHERS.

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Many musicians who affect to know the most prove to know the least.

A thoroughly bad man may become a good musician, but a thoroughly good musician can't afford to be a bad man.

The practical musician is not always a practical teacher, nor is the practical teacher often a practical musician.



The teacher with cheapest prices frequently gives the dearest lessons, and the teacher with dearest prices often gives the cheapest lessons.

The largest amount of good music is sometimes found in the smallest books, and the smallest amount of good music is often found in the largest books.

There are some who can teach others what they have never been able to teach themselves; *vide*, a man with one arm will teach a pupil how to finger with both hands.

There are many successful voice trainers who can't sing, and there are many good singers who would ruin the voice of another were they to undertake to cultivate it.

There are many persons who are excellent piano soloists, and yet very poor piano accompanists; and there are many excellent piano accompanists who can't play a piano solo.

There are those who play well, yet they cannot teach others to play; and there are those who cannot play at all, and yet are remarkably successful in teaching others to play well.

Sometimes we meet with a slight, slender, pigmy of a man who sings with grand, deep, bass tones, and the next day we hear a large, robust, giant of a fellow singing tenor with perfect ease and fitness—except as to the size of his physique.

There are some teachers who, being strangers, will, by eclat and pedantry, capture a whole community in a few days, and, seeming to do good, will leave results no more beneficial nor permanent than the sensation their brief presence created; who succeed in selling their (sometimes worthless) wares and getting the people's money, but who are not lovingly remembered when the days to come have opened the eyes of their victims to the fraud that has been practiced upon them; and there are those who, conscientiously and without ostentation, slowly but surely work out results they may behold with honest pride and among which they may live and abide without fear.

## SOME LEADING FACTS OF AMERICAN HISTORY FOR NORTH CAROLINIANS TO REMEMBER.

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*It is a fact* that the rejection of the first proposed Constitution of the United States by North Carolina in 1788 secured in the present Constitution two of the grandest fundamental principles of this government—the rights of the States and trial by jury.

*It is a fact* that this great American Union, the admiration and the envy of all other nations of the world, is founded upon that first and matchless act of liberty and independence of the people of North Carolina, in Mecklenburg County on the 20th of May, 1775.

*It is a fact* that the first patriot's blood shed in the Revolution in defence of justice, liberty and independence was by a North Carolinian upon North Carolina soil, at Alamance on the 16th of May, 1771.

*It is a fact* that it was the battle of Guilford Court House in North Carolina on March 15, 1781, which broke the power of Cornwallis and led to his speedy surrender at Yorktown, thus ending the Revolution victoriously for the Americans.

*It is a fact* that in the great War for Southern Independence North Carolina gave the first martyr to the cause, furnished more soldiers to the Confederacy than any other Southern State, sent her brave men farthest into the enemy's lines at Gettysburg, and made the last charge upon the foes of the expiring Confederacy.

*It is a fact* that the first effort toward the establishment of a system of public education made in this country was by North Carolina in 1840, and from that proud step has grown all those magnificent systems of common schools throughout the United States.

# CLASSICAL DEPARTMENT.

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## THE SIXTH BOOK OF THE ÆNEID.

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BY DR. GEO. T. WINSTON, PRESIDENT OF THE UNIVERSITY OF N. C.

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By common consent the Æneid is the greatest literary monument of ancient Rome. It is not only a poetic expression of the national soul, but a faithful mirror of the national life. Whoever would see the Roman civilization may behold it in the pages of Virgil and Livy, moving, breathing, living. The theme of each is the destiny of Rome and her glories; the one treating it as poet and prophet, the other as historian. The Æneid, as its name implies, professes to tell the fortunes of Æneas, but it is an epic of national destiny, and it might well be called the Romaid. Æneas is a tool in the hands of the gods. The reader is made to feel at once that the little band of wanderers from Troy are quite powerless of themselves, but swept along on the stream of fate which is flowing irresistibly and grandly to Rome, the great ocean of time and humanity.

The gods themselves cannot stop the stream of destiny, and Juno's wrath is as powerless as Dido's love. Even Jupiter, who shakes the world with his nod, must hold the balance justly and let the Fates fulfill their decrees. Back in the womb of Chaos Rome was begotten, and now the time of birth is full. Jealous gods and goddesses conspire to prevent its achievement, and the elements themselves are used for attack and defence. The contest wages in earth, sky and ocean; and continents are battle-grounds. The destiny of Rome! Gods and men contending, some to pro-



mote and some to prevent! Surely a noble theme for an epic, and most nobly handled!

Full appreciation of the *Æneid* demands, of course, not only the sympathetic and frequent reading of the entire poem, but a large acquaintance with the ancient systems of law, religion, social life and politics. Like all literary masterpieces, its power is beneath the surface; and it grows in beauty and strength, as you live with it and make it a friend.

School-boys are unable, from lack of time and from lack of easy familiarity with Latin, to read the twelve books. If a selection is to be made, the first two books afford very interesting matter. The third book is a weak imitation of Homer, and is not to be compared with the others in interest or in perfection of finish. The fourth book, which narrates the love and suicide of Dido, is one of the most remarkable literary products of antiquity. Nowhere else may be found a female character approaching so nearly the modern literary type as Dido. There are passages in this book worthy of Scott, or even of Shakespeare. The fifth book is not essential to the course of the epic, and might be passed over, although the description of the athletic contests would probably furnish interesting matter to school-boys.

The climax of the *Æneid* is Book VI, which gives an account of *Æneas* descending into Hades, conversing with the ghost of his father, and beholding, as they lie unborn in the womb of time, the great heroes and events of Roman history. We have here two themes that well might inspire the noblest genius, the greatness of the Roman civilization, and the mystery of the future life. Virgil handles them both with rare power and skill.

In company with the spirit of his father Anchises and the Cumæan Sibyl, *Æneas* wanders through the Elysian Fields and sees the spirits which will one day live in the bodies of Roman kings, consuls, heroes and statesmen. With mas-

terly touches the poet paints the greatest scenes and the greatest characters in Roman history. Not only does he display artistic power of delineation, his insight into the character of men and events is even more remarkable. He fully comprehended the spirit of the Roman civilization, and he has described it in three hexameter verses so fully and so accurately that the retrospect of nineteen centuries cannot change a word that he wrote. Few men can comprehend the genius of their own times, or the spirit of their nations, or of contemporaneous nations. How difficult it would be to describe in three lines the genius of Russia, or of France, or the United States, or of Germany. But Virgil seized the spirit of the two greatest civilizations of antiquity, one at its climax in his own day and the other passing below the horizon. See how briefly, and yet how powerfully, he contrasts the genius of Greece and of Rome.

*"Excudent alii spirantia mollius aera  
Credo equidem, vivos ducent de marmore vultus,  
Orabunt causas melius, caelique meatus  
Describent radio, et surgentia sidera dicent."*

Others, I ween, with happier grace  
From bronze or stone shall call the face,  
Plead doubtful causes, map the skies,  
And tell when planets set or rise.

*"Tu regere imperio populos, Romane, memento ;  
Hae tibi erunt artes ; pacisque imponere morem,  
Parcere subjectis, et debellare superbos."*

But ye, my Romans, still control  
The nations far and wide;  
Be this your genius—to impose  
The rule of peace on vanquished foes,  
Show pity to the humbled soul,  
And crush the sons of pride.

Æneas passes through the cavern of the Sibyl on Lake Avernus into the lower world. When he reaches the



bank of the Styx, that dark river separating the upper from the lower world, he finds an innumerable host of spirits trying to get across the river. Good and bad throng along the shore and beg the ferryman for a passage over.

“Each in pathetic suppliance stands,  
So may he first be ferried o’er,  
And stretches out his helpless hands  
In yearning for the further shore;  
The ferryman, austere and stern,  
Takes these and those in varying turn,  
While other some he scatters wide,  
And chases from the river side.”

Those that died and were not buried will not be allowed to cross the river, until they have wandered wretched on its banks for a hundred years. No wonder the ancients laid great stress upon funeral rites.

Across the river is a region occupied by the souls of those who for some reason failed to complete the allotted span of human life and yet died without crime. Here are infants, suicides, victims of unjust sentences, victims of unrequited love, and warriors slain in battle. This region corresponds somewhat to the modern purgatory. Next is hell with its manifold horrors most vividly described by the poet, who has evidently furnished Milton with some of his burning imagery. Here are those who in the world above hated their brothers, or struck their father in anger, lawyers who cheated their clients, misers and stingy rich men, adulterers, slaves rebellious against their masters, and traitors to the State. Here, too, are the giants that made war upon the gods, and mortals guilty of blasphemy. “This one betrayed his country for gold and gave it a tyrant master; that one made and unmade laws for a price; they all dared some monstrous wickedness and accomplished what they dared.”

The next region is the Elysian Fields—heaven.

“Here sees he the illustrious dead  
Who fighting for their country bled;  
Priests, who while earthly life remained,  
Preserved that life unsoiled, unstained;  
Blest bards, transparent souls and clear,  
Whose song was worthy Phœbus’ ear;  
Inventors, who by arts refined  
The common life of human kind,  
With all who grateful memory won  
By services to others done;  
A goodly brotherhood, bedight  
With coronals of virgin white.”

Here Æneas finds the spirit of Anchises, who points out to him the course of Roman history for a thousand years, and explains the origin of life and the mystery of death. It is interesting to observe that his explanation of the origin of life dimly suggests the modern doctrine of evolution, and that the final perfection or purification of the human soul through suffering and by means of successive stages of metempsychosis is set forth somewhat as in the religious philosophy of Buddha.

“One life through all the immense creation runs,  
One spirit is the moon’s, the sea’s, the sun’s;  
All forms in the air that fly, in the earth that creep;  
And the unknown nameless monsters of the deep,—  
Each breathing thing obeys one Mind’s control;  
And in all substance is a single Soul.  
First, to each seed a fiery force is given;  
And every creature was begot in heaven;  
Only their flight must hateful flesh delay  
And gross limbs moribund and cumbering clay.  
So from that hindering prison and night forlorn  
Thy hopes and fears, thy joys and woes are born,  
Who only seest, ’till death dispart thy gloom,  
The true world glow through crannies of a tomb.

“Nor all at once thine ancient ills decay,  
Nor quite with death thy plagues are purged away;  
In wondrous wise hath the iron entered in,  
And through and through thee is a stain of sin,  
Which yet again in wondrous wise must be  
Cleansed of the fire, abolished in the sea;

Aye, through and through that soul unclothed must go  
 Such spirit winds, as, where they list, will blow;—  
 Or hovering many an age! for ages bare,  
 Void in the void, and impotent in the air!

“Then, since his sins unshriven, the sinner waits,  
 And to each soul that soul herself is Fate,  
 Few to Heaven’s many mansions straight are sped,  
 Past without blame that Judgment of the Dead.  
 The most shall mourn, ’till tarrying time hath wrought  
 The extreme deliverance of the airy thought,  
 Hath left unsoiled by fear or foul desire  
 The spirit’s self, the elemental fire.

“And last to Lethe’s stream on the ordered day  
 These all God summoneth in great array;  
 Who, from that draught reborn, no more shall know  
 Memory of past or dread of destined woe,  
 But all shall there the ancient pain forgive,  
 Forget their life, and will again to live.”

In the Fourth Georgic is a passage that aptly concludes the sentiments of the above:

“Then since from God those lesser lives began,  
 And the eager spirits entered into man,  
 To God again the enfranchised soul must tend;  
 He is her home, her Author, is her End;  
 No death is hers; when earthly eyes grow dim  
 Starlike she soars and Godlike melts in him.”

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## BOOK NOTICES.

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THE BELLUM CATILINÆ OF SALLUST, edited, with an introduction and a vocabulary, by Chas. George Herbermann, Ph.D., LL.D. Leach, Shewell & Sanborn, Boston and New York.

This is one of the “Student Series of Latin Classics” now publishing by this firm. The series aims to bring into our schools the best results of German scholarship in edi-



tions adapted to American students. There is need of such works. Dr. Herbermann has edited the *Catilinæ* with fine judgment. His notes avoid all extremes, and there are no hobbies. Translation, grammatical criticism and historical illustration are happily blended, while occasional criticism of style adds to the literary interest. Besides the text and notes, there is a compact and instructive introduction narrating the life of Sallust and criticising his style and his qualities as a historian. A well-arranged chronological table, a grammatical index and an index of proper names, with the vocabulary, complete the list of really valuable helps. The book is elegantly printed. Teachers will find this edition a decided improvement on previous American editions.

TACITUS—THE ANNALS—BOOKS I–VI. W. F. Allen. Ginn & Co.

A SHORT HISTORY OF THE ROMAN PEOPLE. W. F. Allen. Ginn & Co.

P. TERENTI AFRI PHORMIO. F. W. Nicholson. Ginn & Co.

P. TERENTI AFRI HEAVTON TIMORUMENOS. F. W. Nicholson. Ginn & Co.

The two plays of Terence are reprints of the text of Dziatzko, without notes or other helps, except stage directions and brief summaries prefixed to the various scenes. They are intended for sight-reading, and are admirably adapted for the purpose. The style of Terence is not difficult to master; the Latin is pure; and the matter of these plays is interesting. The type is clear and bold, and the work is well done by editors and publishers.

Professor F. W. Allen's edition of the *Annals* of Tacitus is marked by the modest and painstaking scholarship that characterized his daily work, both as student and as teacher. The introductory matter is full and helpful; the notes, while

somewhat chary of direct aid in translating, are judicious and suggestive. As is usual in this series, they are printed at the bottom of the pages of the text, an arrangement which admits both of great advantage and very serious objection. The notes to this book rather convey the impression that the editor was hampered by their being printed under the text. The appendix contains a few textual notes, edited with wise self-restraint, in fine contrast to the now fashionable rabies for textual criticism; also an index of proper names and an index to the notes. The publishers have been generous with type and paper in this edition.

Professor Allen's History shows a large knowledge of Roman life, customs, events and antiquities, and is one of the best shorter histories that we have seen. But the style is not especially attractive, and the author has evidently aimed to exclude dramatic scenes, instructive myths, and characteristic aphorisms and speeches, in all which Roman history abounds, and which all appeal most powerfully to the mind and character of youth. In brief, the author has written a history according to the so-called "scientific method" of treatment, and in so doing has sacrificed attractiveness. *Historia scribitur ad narrandum.*

ANCIENT ROME. R. F. Pennell. Allyn & Bacon, Boston.

The same criticism may be made upon this book as upon Allen's History. The author does not possess the gift of narration.

#### BOOKS RECEIVED.

EASY LATIN METHOD. Harkness. American Book Co.  
LATIN WORD BUILDING. C. O. Gates. American Book Co.

JUVENAL. Thos. B. Lindsay. American Book Co.

G. T. WINSTON.

# IN THE SCHOOL-ROOM.

## SCIENCE IN THE HOUSEHOLD.

Science is penetrating the household. A Syracuse man whose little daughter had officiated temporarily as waiter at the table told her once or twice as she attempted to kiss him while passing his chair that he could not permit such familiarity on the part of a second-girl. He was soon after confronted with the following bill:

JOHN SMITH,

*In account with* ETHEL SMITH.

MAY 2, 1892.

May 2	From Feb. 9-May 3, 1892, 11 weeks of doing house-		
	work, or 2d girl's work, @ \$ .50 ( $\frac{1}{10}$ usual price)	\$5	50
May 3	Two insults (being called servant), @ 25c. an insult		
	(very cheap)-----		50
	Amount due-----	\$6	00
	If not paid within 10 days, a fine will be made and a strike probable. (Signed) ETHEL SMITH.		

—*School Bulletin.*

## FOR THOUGHTFUL GIRLS TO READ.

The great trouble underlying the whole matter is the inability of girlhood to distinguish between the real and the unreal.

Let a young man be, in the slightest degree, attentive to a girl for a single evening, and the first thing that pops into her inexperienced little head is that he is in love with her; there is absolutely no half-way station between being a stranger and being a lover. Friendship is never thought of; at once it is love.



A young woman is coquettish, or "smart," as it is called nowadays; she attracts the eye of some young man who is looking for an evening's enjoyment, and the girl actually thinks she has made a life conquest. She never stops to think that what pleases and attracts man will not always hold him. The bewitching glance of a woman will attract a man just as a bright colored toy will cause a child's eye to sparkle. But the child soon tires of the toy; ditto the man.

What a man enjoys in a drawing-room is not always what he enjoys at home. Quail on toast is a toothsome dish; but let it be served at each meal for a month and it loses its palatable flavor. There is a tremendous difference between what we enjoy and what we esteem. A man may occasionally seek the woman who amuses him, but he returns to the woman he esteems. Cake is a good dessert, but it makes a poor dinner.—*Exchange.*

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## HOW TO PRONOUNCE ARKANSAS.

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Arkansas is the only State in the Union, and probably the only one in the world, which has defined by law the proper way to pronounce its name.

The law of the State is that it shall be called Arkansaw. There was conflict until this legislative enactment; now it is settled better than the pronunciation of any disputed word in any of the dictionaries.

It is related of one of the Vice-Presidents of the United States, Millard Fillmore perhaps, that so great was his courtesy that in recognizing the Senators from Arkansas, one was always "the Senator from Arkansas," and the other "the senator from Arkansaw," the senoir Senator being in the habit of pronouncing the name of his State as it is spelled, while the junior called it as it is now only lawful to do.

## A MORTIFYING MISTAKE.

I studied my tables over and over, and backward and forward too;

But I couldn't remember six times nine, and I didn't know what to do,

'Till sister told me to play with my doll and not to bother my head.

"If you call her 'Fifty-four' for a while you'll learn it by heart," she said.

So I took my favorite, Mary Ann (though I thought 'twas a dreadful shame

To give such a perfectly lovely child such a perfectly horrid name),

And I called her my dear little "Fifty-four" a hundred times, 'till I knew

The answer of six times nine as well as the answer of two times two.

Next day Elizabeth Wigglesworth, who always acts so proud,

Said, "Six times nine is fifty-two," and I nearly laughed aloud!

But I wished I hadn't when teacher said, "Now, Dorothy, tell if you can,"

For I thought of my doll and—sakes alive—I answered—  
"Mary Ann."

—*Saint Nicholas.*

THERE IS A universe between "I wished" and "I willed." Many a good wish remains fruitless because it passes not into the stage of firm resolve. Many who wish to be better will be bad. One strong "I will" can paralyze a million wishes.



A LETTER TO THE EDITOR AND TO YOU.

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THE NORTH CAROLINA TEACHER has a great many little friends among the boys and girls of the State, and they are very highly esteemed. The man who can claim the friendship of a large number of children is in possession of one of the most valuable secrets of happiness in this life, for the friendship of a child is closer allied to the attributes of divinity than is any other passion or sentiment of humanity.

The following nice letter from one of our little friends we are sure will be read with interest by both teachers and pupils in North Carolina. We have sent the books to the little girl.

CASTALIA, N. C., Aug. 24th, 1892.

*Dear Mr. Harrell* :—Will you allow a little girl to say a few words in THE TEACHER?

I am ten years old, and go to Mrs. Drake's primary school. I study fifth reader, history, grammar, geography, arithmetic and spelling.

We have a charity scholar in our school; she is a nice little girl; her father is blind and she is not able to buy books. I wonder if any little boy or girl who reads this has Maury's First Lessons in Geography and Eggleston's First Book of American History to give her. We let her study with us, but you know one can't learn well that way.

Truly yours,

ANNIE LOUISE SILLS.

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SOMETHING INTERESTING ABOUT FLIES.

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The common house fly does not, in the ordinary sense of the word, migrate, though, of course, individuals of the species frequently travel long distances.

The remarkable fecundity of the fly is quite sufficient to account for its numbers during the early summer. A few individuals, in the torpid state, survive even the coldest

winter, and with the first warm days of summer lay their eggs. When deposited under favorable conditions these are hatched in from twelve to twenty-four hours, and in twelve days the worm changes into a nymph, and in ten days more into a perfect fly.

A fly will lay four times during the summer, about eighty eggs each time; and careful calculations have demonstrated that the descendants of a single insect may, from June 1 to the end of September, exceed 2,000,000. Were it not for bats, insect-eating birds and the innumerable microscopic parasites with which the fly is particularly afflicted, there would be no worse pest in the world than the fly.

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### THE BASHFUL BOY'S PIECE.

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There were never two people exactly alike—

At least so philosophers say—

And I know if the teacher and I were alike

All would not speak pieces to-day.

I like to hear Jennie get up and recite,

She does it in such a fine style;

Her hair is so smooth, and her hands are so white,

And she has so complacent a smile.

You hear every word, and each motion is grace,

An actress could scarcely do better—

She'd as lief do all of the speaking, I guess,

And I know I would cheerfully let her.

But oh, when John Wilson or I get the floor

We seem to have come there to stay;

Our hearts beat like hammers, our feet weigh a ton

And our hands are right square in the way.

—*Cincinnati Public School Journal.*

## SOME ENORMOUS HUMAN CREATURES WHO ONCE WALKED THE EARTH.

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In one of his recent lectures Prof. J. A. Williams alludes to the discovery of an enormous lizard eighty feet in length. The professor infers (as no living specimen of that magnitude has been found) that the species which it represents has become degenerated. The verity of his position he endeavors to enforce by an allusion to the well-known existence of human giants in olden times. The following is the list upon which this singular hypothesis is based:

A giant exhibited in Rouen, in 1830, Prof. Williams says, measured nearly eighteen feet in height.

Gorapius once saw a girl 12 years old who was ten feet high.

Fannum, who lived in the time of Eugene II, measured eleven feet and six inches in height.

Chevalier Serog, while exploring a cavern in the Peak of Teneriffe, found a skull which must have belonged to a man at least fifteen feet high. It contained sixty perfect teeth of monstrous size.

The giant Feregus, slain by Orlando, the nephew of Charlemagne, was twenty-eight feet high and so heavy that no horse could be found that was strong enough to bear him.

In 1824 the tomb of a giant was opened at St. Germain who must have been at least thirty feet high during life.

As late as 1850 a human skeleton nineteen feet long was discovered at Rouen, France. The skull, which was perfect with the exception of the under jaw, held over a bushel of wheat.

In 1814, near the castle of Dauphine, a monstrous tomb was discovered. It was thirty feet long, sixteen wide, and eight high. The inscription, "Kintolochus Rex," was



cut in the hard grey stone. The skeleton was found entire, fifteen and a half feet long, ten feet across the shoulders, and five feet from the breast-bone to the back.

The vicinity of Palermo, Italy, has yielded three remarkable human skeletons, one in 1410, one in 1516, and the last in 1550. The first was twenty-one, the second thirty, and the third thirty-four feet in height.

In 1815 a skeleton was dug up near Mazrino, Sicily, the skull of which was as large as a common wine cask. Each of the teeth weighed seven ounces.—*Ex.*

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### TRY THESE WORDS.

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The following list contains many unusual words, but we give the list so that teachers may try the mettle of the "crack spellers:"

gauge	chanticleer	sesterces
cuirassier	apostacy	superfluous
paraphernalia	bowie-knife	insufferable
mullein	euchre	eradicated
vicissitude	exchequer	insidious
rhinoceros	fusillade	caricatured
versatile	inflammatory	poniard
baldric	guerrilla	invulnerable
acetyl	porphyry	bicycle
colonies	novitiate	caisson
ignominiously	apprehensive	ghoul
exultation	momentum	cynical

We will give a year's subscription to the THE NORTH CAROLINA TEACHER to each of the first five pupils in school who will spell every word correctly when given to them orally by a teacher.

### SMILE WITH YOUR EYES.

---

There is one big "don't" which nine-tenths of woman-kind might with advantage hang up over their dressing-tables, and it is this: "Don't smile perpetually." Is there anything more wearisome than the person who ceaselessly expands and contracts the lips over the teeth, without mirth or meaning? for that is what the continual smile eventually becomes.

Let any woman stand before a mirror and attempt to produce an animated smile of welcome. She will be surprised at the witless grimace that will respond. That is what smiling is with no soul behind it.

Learn to smile with the eyes and keep the mouth and facial lines in repose. We speak of the pleasing gravity of the Orientals. This is the secret of it—a kindly light in the eye, with a quiet expression of the face. There is no copyright upon it. Let her and him who will imitate it.

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### USEFUL INFORMATION.

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The moon moves 333 feet per second.

The longest railway bridge span in America is that at Poughkeepsie, N. Y., which is 548 feet.

It costs \$1,500 to cover the Egyptian obelisk with paraffine every time it is found to be yielding to the destructive effects of our climate.

According to a statistician of small things, the human heart in a lifetime of eighty years beats 300,000,000 times.

The jeweler has drills so small that they can bore a hole only one-thousandth of an inch in diameter through a precious stone.

About the only women in the world who swing their arms when walking are the Americans.

Careful measurement has developed the fact that the pouch of the pelican will hold six gallons.

Professor Huxley says that an oyster is a far more complicated piece of machinery than the finest Swiss watch.

Several towns in Russia have elected women for mayors on the ground that they were best fitted to be intrusted with the interests of the community.

There are many inventors who are in a position to indorse Edison's assertion: "From my various patents, so far as the patent's themselves go, I have stood an actual loss in experimenting and in law suits of \$600,000. I should be better off if I had not taken out any patents."

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### ANGELS EVERYWHERE.

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Michael Angelo (poet, painter, sculptor—three men in one—a trinity of genius) stood one day with folded arms, in wrapt contemplation of a block of marble. Presently a pupil stepped to his side and said softly, "Master, what seest thou?" "Hush!" replied Angelo, "I see an angel in the stone, and I mean to chisel it out."

There is an angel in human nature—in every jailbird; in yonder shape of painted shame, fitly attended by shadows of fallen womanhood; in that cut-throat, crawling under the gaslight; in this little girl, adrift with bare feet on the icy pavement; in the diminutive arab of the street, born in iniquity and rocked to sleep with curses. Yes, the angel is there, in slum as in parlor, in squalor as in refinement, in vice as in virtue. Fall to, and bring it out! John Wesley, the founder of Methodism, saw a criminal led forth to execution. "There goes John Wesley," exclaimed he, "but for the grace of God."—*St. Louis Republic*.



# Southern Educational Association.

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ORGANIZATION 1892-1893.

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W. A. SLATON, Atlanta, Georgia, PRESIDENT.

FRANK GOODMAN, Nashville, Tennessee, SECRETARY.

EUGENE G. HARRELL, Raleigh, N. C., TREASURER.

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## ASSOCIATION NOTES.

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THE THIRD annual session of the Southern Educational Association, held in Atlanta July 6-9, was a signal success in every way, and the good influence of that meeting will be felt throughout the entire South.

THE NEW officers of the Association are: Professor W. A. Slaton, Superintendent of Atlanta, Ga., Public Schools, President; Professor Frank Goodman, President "Goodman's Business College," Nashville, Tennessee, Secretary; Eugene G. Harrell, editor NORTH CAROLINA TEACHER, Treasurer. The Executive Committee will be appointed by the President and announced later.

THE SOUTH is thoroughly in love with Hon. William T. Harris, the United States Commissioner of Education. He is an able scholar and a distinguished gentleman, and his public addresses at various educational meetings in the Southern States have done as much for the improvement of our educational systems as any other influence within our knowledge. His visit to Atlanta, and his lecture to the Southern Educational Association, were both enjoyed to the fullest degree, and his hearers were charmed by his profound thought, his logic and his wisdom.

## ANNUAL REPORT OF THE TREASURER.

OFFICE OF SECRETARY AND TREASURER,

RALEIGH, N. C., July 8, 1892.

*Eugene G. Harrell, Secretary and Treasurer,**In account with Southern Educational Association :*

1890.	DR.	
July 30.	To amount collected from advertisers .....	\$148 00
1891.		
July 30.	To fees collected by Treasurer .....	38 00
	“ fees collected by J. H. Shinn .....	94 00
	“ fees collected by H. D. Huffaker .....	22 00
1892.		
July 8.	To fees collected by Treasurer .....	23 00
	“ fees collected by Frank Goodman .....	100 00
	“ amount from advertisers .....	300 00
	Total .....	\$725 00
1891.	CR.	
July 30.	By sundry bills paid (twelve vouchers) .....	\$180 18
	“ amount paid for Minutes 1890 .....	159 75
1892.		
Jan. 1.	By amount paid for Minutes 1891 .....	311 95
July 8.	“ sundry bills paid (seven vouchers) .....	77 53
	“ amount paid J. H. Shinn (advertising) .....	94 00
	“ amount paid H. D. Huffaker (advertising) .....	22 00
	“ amount paid M. L. Payne (advertising) .....	4 25
	Total .....	\$849 66
	Balance due E. G. Harrell, Treasurer .....	\$124 66

THE PROCEEDINGS of the Atlanta meeting were reported in full in excellent style by Mr. J. D. Campbell, stenographer, of Belton, S. C. Several of the principal papers were retained by the speakers for revision, and have not yet returned them to the Secretary. It is desired that the proceedings shall be published as early as possible, and all delayed papers should be sent in at once.

# EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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## SOUTHERN TEACHERS IN COUNCIL.

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The third annual session of the Southern Educational Association, held at Atlanta July 6-9, was an exceedingly pleasant and successful occasion. The daily sessions were held in Georgia’s matchless Capitol, and there were present a large number of the most prominent men and women of the South who are directing our educational systems. The papers and discussions were of unusual merit, interest and thought; and the subjects were important and timely. There was an entire absence of that “cut-and-dried” spirit which so largely prevails at the meetings of the Northern Educational Association, while there was a freedom of speech, an enthusiasm, and a harmonious cordiality throughout the meeting, that was intensely refreshing. It has been universally conceded that the best speeches of the session were by Judge Grunby of Alabama, on “Negro Education in the South,” and by Prof. James Dinwiddie of Raleigh, on “Thorough Education of Girls.” The Southern teachers have learned a very important art in relation to educational addresses, of which our Northern friends seem to be entirely ignorant; that is, how to be “short and to the point.” The cream of an educational speech is its *brevity* and *point*,



and no speaker should ever be put on a programme who does not fully realize this. The officers of the Southern Educational Association for the ensuing year are Maj. W. A. Slaton, Superintendent of City Schools, Atlanta, Ga., President; Prof. Frank Goodman, President of Goodman Business College, Nashville, Tenn., Secretary; Eugene G. Harrell, editor of NORTH CAROLINA TEACHER, Raleigh, Treasurer. The next session will probably be held at Little Rock, Arkansas, early in July. The Executive Committee should fix time and place of meeting as early as possible, without any regard whatever for the meetings of the Northern Association. We are tired of having northernized Southern teachers try to make the Southern Educational Association "play second fiddle" to the National Educational Association. We have nothing on earth to do with the Northern Association, and we want to do our own distinctive work in our own way, and at our own time, without being hampered by any excursion business to the meetings of the Northern Association. The National Educational Association has not the slightest interest in any Southern educational movements and plans, and few Southern teachers attend its meetings except for a vacation frolic, and we do not want to have our Southern Educational Association hitched to any such occasions.

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EVERYTHING indicates that this is to be a prosperous school year in North Carolina, and we want to have a few words of news from every school.

NEW SUBSCRIPTIONS to THE TEACHER and renewals are now in season, and we enclose a blank order form for your convenience in remitting. Don't you think it is better to attend to this matter before you get too busy with your fall work?

THE TEACHER is now celebrating its tenth anniversary, and it enjoys the proud honor of having more actual subscribers than any other journal of education ever published in North Carolina.

THE FOUR-HUNDREDTH anniversary of the discovery of America by Columbus is October 12, 1892, and every school in North Carolina should have some special exercises appropriate to the occasion.

IT MUST be truly gratifying to every North Carolinian to know that it is generally conceded throughout the Union that North Carolina is the most progressive of all the States in educational matters.

WE HAVE unequaled facilities for supplying any school in North Carolina with first-class teachers. We are personally acquainted with nearly every regular teacher in the State, and know their capacities to teach. No charge whatever is made for any service rendered to teachers or school officers, and we are at all times ready to assist in any way possible.

THERE are a great many changes among the ranks of the teachers, and we extend a cordial welcome to several hundred excellent young men and women who enter the profession this fall for the first time. We wish them every success in the honored calling, and for our children we ask of them patience, faithfulness, earnestness, and devotion to their noble and responsible work.

THE PUBLISHERS have just issued new editions of the School Histories of North Carolina, making the 12th edition (60,000) of "Moore's School History of North Carolina," and the fifth edition (20,000) of "Spencer's First Steps in North Carolina History." The demand for each of the books has been rapidly increasing from their first day of publication, and the publishers can now scarcely bind the books fast enough to fill orders for the present term of the schools.

THERE are many articles worthy of special attention and thought in this number of THE TEACHER. The sketch of General Hogun, and the articles upon "Educational Reform," "Stock Gambling in Schools," "Music Teachers," and the very able review of "Virgil's *Æneid*" will be read with particular interest.

THE "NORTH CAROLINA PRACTICAL SPELLING-BOOK" is meeting with unprecedented success with North Carolina teachers. The publishers have made the price for this edition only twenty cents a copy by mail postpaid, and fifteen cents when the old speller now used is given in exchange. This makes it the cheapest spelling-book of its class on the market, and there is no better one published.

NO MATTER in what department of school work you are engaged, whether in University or College, High School or Academy, Graded School or Seminary, public or private school, or governess in a family, you have but one duty before you—*do your very best work*. The teacher on a salary of fifteen dollars a month should be as faithful as the teacher who receives a hundred dollars a month, and it is a fact that often the former teacher is doing better work than the latter.

THE CENTENNIAL celebration of the capital city of North Carolina occurs on October 18, 19, 20, and it is an event in which the whole State is interested. The people of Raleigh are preparing to make this celebration the grandest affair ever seen in the State, and our teachers should come to Raleigh on that occasion. Among the novel and instructive features of the celebration will be a grand parade in which the floats will represent important scenes and incidents in the history of Raleigh, and the battle of Guilford will be brilliantly fought in sham effect by several companies of the State Guard.

WE ARE now arranging another charming trip to Cuba during the winter. The party will be again limited in



number and the company will be select and congenial. It is our intention to leave Raleigh about the middle of January, so as to be in Havana in the midst of the carnival season, and the party will remain in Havana about ten days. We will again have our headquarters in Havana at the excellent Grand Hotel Mascotte, where we were so delightfully entertained during our visit to Cuba last winter. The trip will occupy fifteen days, including stops at Jacksonville, Tampa and St. Augustine in Florida, and the total cost of railroad fare and board will be only \$75. Teachers and friends of education who desire to join the party should make application to the editor of THE TEACHER without delay in order that berths may be secured. Only persons will be admitted to the party who can remain with it throughout the regular itinerary of the trip, as special cars will be provided for us along the journey.

THIS IS THE NORTH CAROLINA TEACHER'S tenth birthday. It has been a life of active and progressive labor for North Carolina and our schools, and in that work of love it has been signally successful and therefore exceedingly happy. THE TEACHER now has many thousand more pleasant acquaintances and very strong friends than it had ten years ago, and perhaps, as we expected, we may have made a few enemies. Every aggressive and patriotic worker will necessarily make some foes, and they are not always an unmixed evil, because they often stimulate to greater earnestness and success. Our friends represent the spirit of devoted patriotism and State pride in North Carolina, and we love them very much; our enemies, if there are any, represent envy and antagonism to the advancement of educational and material interests in North Carolina, and—we love them also, for the slight friction of their opposition has aided us very greatly in doing even better work for our State. It is not for us to mention the many desirable things that have been accomplished in North Carolina

mainly by the energetic and persistent labor and influence of THE TEACHER, for these things are familiar to all our people, and also are known throughout the South—and we will only say that THE TEACHER has but just begun its work for the grand “Old North State.”

WHY IS IT that every North Carolina boy who goes to Harvard College, and studies history for a short time under Professor Hart returns home thoroughly callous to everything good in North Carolina, and a general disbeliever in every historical matter relating to this State, and a “belittler” of every incident of honor and glory in which North Carolina has been the prime actor? Who is Professor Hart? Is he the historical manufacturer of this country? He says the “Mecklenburg Declaration of Independence” was a myth, and tries to make sensible North Carolina people believe it. Has he sources of historical information that are not accessible to North Carolina historians? Has he ever heard of the “Colonial Records of North Carolina”? Is he more worthy of belief than are our own intelligent and reliable people? Are we to learn in Boston what our forefathers did or did not do in North Carolina? Is Boston, or Harvard College, or Professor Hart to make history for this country? Even if we could agree with the Boston woman who was dissatisfied in heaven because “it is not Boston,” we are not quite prepared to acknowledge that Boston is the United States, or that any Boston professor of history “knows it all,” even if some of his North Carolina pupils think he does. There are three hundred thousand children in North Carolina who are wiser than Dr. Albert B. Hart, so far as relates to North Carolina history. North Carolina is fully able to defend her honor from the attacks of Dr. Hart and his few lone disciples in this State. No North Carolina boy should try to study history under the direction of so ignorant a historian (?) as Dr. Hart of Harvard College, nor should a boy as, a student, be placed under the influence of any of his converts to historical infidelity.



ABOUT OUR TEACHERS AND SCHOOLS.

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MISS MAUD CHEARS is teaching at Plymouth.

MISS SARAH K. STANCILL has an interesting school at Bagley.

THE PUBLIC GRADED SCHOOLS of Raleigh open on September 29.

REV. J. A. WHITE is principal of the Baptist School at Taylorsville.

THE UNIVERSITY expects to matriculate three hundred students this year.

MISS JOSEPHINE FOREST has a fine school at Mebane, Alamance County.

MR. WALTER HURST, of Barnardsville, is principal of the Academy at Brevard.

MISS IDA CAMPBELL, of Jonesboro, is music teacher in the high school at Sanford.

MR. W. H. CROWDER is in charge of the Academy at Farmers, Randolph County.

ELON COLLEGE began its fall term September 1 with over one hundred students.

THE DAVIS SCHOOL, at Winston, is in a more prosperous condition than ever before.

MR. THOMAS R. FOUST is principal of the High School at Clinton, Sampson County.

MR. JAMES LOVINGOOD is principal of the High School at Andrews, Cherokee County.

REV. A. C. HAMPTON is principal of Jones Seminary at All Healing Springs, Gaston County.

MR. RICHARD W. TOWNSEND is principal of Fallston Academy, and the school is prospering.

MISS MOLLIE CLENDENNIN, of Graham, takes a position as teacher in the Academy at Asheville.

SALEM ACADEMY FOR GIRLS had three hundred girls present on the opening day, September 1.

PROFESSOR J. C. C. DUNFORD has accepted the presidency of Fairview College, Buncombe County.

MR. J. T. EVANS is principal of the King's Creek Institute, at Topia, and the school is prospering.

MR. S. L. DAVIS (University of North Carolina) is principal of the High School at Ingram, Virginia.



FOREST CITY HIGH SCHOOL is a very successful institution under the principalship of Mr. Tracy Hicks.

PEACE INSTITUTE began its fall term on 13th inst. under more prosperous conditions than ever before.

MR. E. F. EARLY, B. A., of South Carolina, is principal of Carolina Institute, at Nashville, Nash County.

MR. CRAWFORD CLAPP and Mr. R. E. Leonard have a fine school at Hedrick's Grove, in Davidson County.

MISS LILLIAN BRANSON, one of the best teachers in the Graded Schools of Raleigh, has resigned her position.

THE ACADEMY at Asheboro continues in charge of Rev. J. B. Game, and the school occupies handsome new buildings.

MR. L. S. CANNON is principal of the Academy at Hartland, and the fall term began on August 3 with a good attendance.

THE GRAHAM SCHOOL, Alamance County, is in charge of Mr. John T. Farrell, principal, and Miss May Mebane, assistant.

REV. W. H. RHODES has a good school at Trenton, Jones County. His pupils are furnished good board from \$5 to \$7 per month.

MISS NANNIE SHEPARD, a teacher in Wakefield High School, has accepted a position as music teacher in Oxford Seminary for Girls.

MR. C. L. HAYWOOD (Wake Forest College) will assist Messrs. Morson and Denson in the Raleigh Male Academy during the present term.

GEORGEVILLE ACADEMY, Cabarrus County, is in charge of Rev. J. B. Kennedy and Mr. D. T. Edwards. The school has about forty pupils.

MISS BETTIE CLARKE, principal of Granville Institute at Oxford, has decided to spend a year or more in Europe pursuing a special course of study.

MR. W. B. DANIEL (Wake Forest College) is principal of the Male Academy at Louisburg, and the school opens very successfully on September 5.

MISS BESSIE WORTHINGTON has decided not to accept the position of music teacher in the Normal and Industrial School for Young Women at Greensboro.

MISS BESSIE KRIDER, of Salisbury, who has been teaching at Searcy, Arkansas, will spend the winter in New York, studying vocal and instrumental music.

MISS BETTIE ELLINGTON, of Raleigh, who has been teaching music in the Female College at Reidsville, has accepted a similar position in Waycross, Georgia.

MR. B. K. MASON (Wake Forest College) has been elected principal of the Baptist School at Dunn. Mrs. W. B. Harrell has charge of the Department of Music.

NEARLY a hundred schools of the State adopted "The North Carolina Spelling-book" as soon as it came from the press, and every school likes the book.

DR. RICHARD H. LEWIS, who has been President of Judson College at Hendersonville, has returned to his old home at Kinston and will conduct a high school at that place.

MR. IRVING HARDING (Wake Forest College) takes the place of assistant teacher in Wakefield High School to succeed Mr. W. J. Ferrell who becomes a member of the Faculty of Wake Forest College.

MR. W. J. FERRELL, of Wakefield High School, has been elected to the Chair of Assistant Mathematics at Wake Forest College, to fill the vacancy caused by the recent death of Prof. E. G. Beckwith.

MR. J. A. MONROE, of Lumber Bridge, has been chosen principal of the Kings Mountain High School for five years, and began his first term on September 1, with a fine outlook for a very successful term.

THE TRUSTEES of the State Agricultural and Mechanical College have placed Professor Emory of the Experiment Farm in temporary charge of the Chair of Agriculture, to succeed Professor Chamberlain, who recently resigned.

ROCKINGHAM ACADEMY is in charge of Mr. A. D. Armistead (University of Virginia) assisted by Miss Nellie D. Armistead (Maryland State Normal School). The fourth annual session began August 29 with a fair enrollment.

MISS NELLIE MAKEPEACE has been selected as music teacher in the Woman's Normal and Industrial College of North Carolina. She is a daughter of Mr. G. H. Makepeace, of Franklinsville, and a graduate of the Boston Conservatory.

MISS EVABELL SIMMONS is principal of Wake Forest Academy. She has recently enlarged the Faculty to meet the demands by the addition of the Misses Susie, Sophie and Hannah Lanneau. This is one of the best preparatory schools in North Carolina.

THE GRADED SCHOOL BOARD of Washington has elected the following Faculty: Mr. J. E. Bowen (University of Virginia) principal, and Mrs. A. B. Foreman, Mrs. Lucy Myers and Mr. S. T. Beckwith, assistants. The school opens its first session on the 19th of September.

THE RALEIGH MALE ACADEMY began the fall term on August 31, with a very large attendance. Messrs. Morson and Denson have made their school famous throughout North Carolina for its excellence, and they have upon their roll pupils from Asheville to Aulander, who are preparing for the University and the colleges. The enrollment was ninety-eight pupils the first week, a larger number than ever before at the beginning of the term.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE, at Raleigh, began its fall term with near a hundred students, the largest number ever in attendance on the opening day. The College is now in its fourth year, and has a senior class for the first time. It will graduate seventeen young men at its first commencement next summer, and it is gratifying to the people of North Carolina to know that this institution is doing the very best of work with the young men of the State. The Faculty is as able as is to be found at any educational institution of this country, and our Agricultural and Mechanical College offers certain advantages to young men which cannot be obtained anywhere else in the South.

THE UNIVERSITY has two additions to its excellent Faculty for the new term. Prof. Collier Cobb, recently of the Faculty of the Massachusetts Institute of Technology, and Prof. Henry Jerome Stockard, recently Superintendent of Schools of Alamance County. Professor Cobb was also instructor in Harvard University, and he is the author of the School Map of North Carolina. He will teach geology and mineralogy in the University. Professor Stockard has written some very pretty poetry, and he will devote himself to literature while teaching English. Professor Cobb and Professor Stockard are both genuine North Carolinians, in full sympathy with our people. The fall term began on September 1, with two hundred and fifty students on the first day.

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## CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do.  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE.

---

MISS EFFA LOUISE SELLS, of Hilliard, Ohio, teacher in the Graded School, Ocala, Fla., and a member of the North Carolina Teachers' European Party, 1889, was married on June 1st to Mr. Charles A. Doe, and their home will be Arlington Heights, Salt Lake City, Utah.

MISS ANNA ROCKWELL NEAL, of Marion, N. C., a teacher in the Winston Graded Schools, was married on June 29th to Mr. John N. Ambler, of Marion.

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## THE INFANT CLASS.

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■ GRETCHEN TAYLOR, daughter of Mrs. Sallie Taylor (*nee* Miss Sallie A. Grimsley) was born at Clifton Forge, Va., on June 15, 1892.



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## IN MEMORIAM.

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"Death hath made no breach  
 In love and sympathy, in hope and trust  
 No outward sign or sound our ears can reach,  
 But there's an inward, spiritual speech  
 That greets us still, though mortal tongues be dust.  
 It bids us do the work that they laid down—  
 Take up the song where they broke off the strain;  
 So, journeying till we reach the heavenly town,  
 Where are laid up our treasure and our crown,  
 And our lost, loved ones will be found again."

---

MISS MOLLIE FORT, Associate Principal of Wake Forest Academy, died in June, 1892, at her home in Wake Forest.

REV. STEPHEN FRONTIS, a beloved teacher of Iredell County, died at Mooresville in June, 1892.

PROFESSOR E. G. BECKWITH, of the Chair of Pure Mathematics, Wake Forest College, died at his home at Wake Forest on Saturday, June 25th. Professor Beckwith has been a member of the Faculty of Wake Forest for four years, and was held in very high esteem.

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## AT RECESS.

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The books and slates now put away,  
 And let us laugh a little while;  
 For those who work there should be play,  
 The leisure moments to beguile.

---

THE OLD CONUNDRUM, "Why is girl not a noun?" is answered "Because a girl is a lass, and alas is an interjection." As good an answer, and much shorter, is "Because she is a pronoun."

IT WAS A Boston school child who, on his father asking, "Johnny, are you writing a composition?" replied, "No, thir, a thethith on inter-nathional law, thir; but I cannot continue my occupathion if I am tho conthtantly interrupted with irrelevant inquireth."

WHY DOES she contort her features?  
 Whence those agonizing yells?  
 She is "taking" elocution,  
 And can now recite "The Bells,"  
 Bells, b-e-l-l-s, bells.  
 The belle recites "The Bells,"  
 And the neighborhood she lives in  
 The tale of terror tells.

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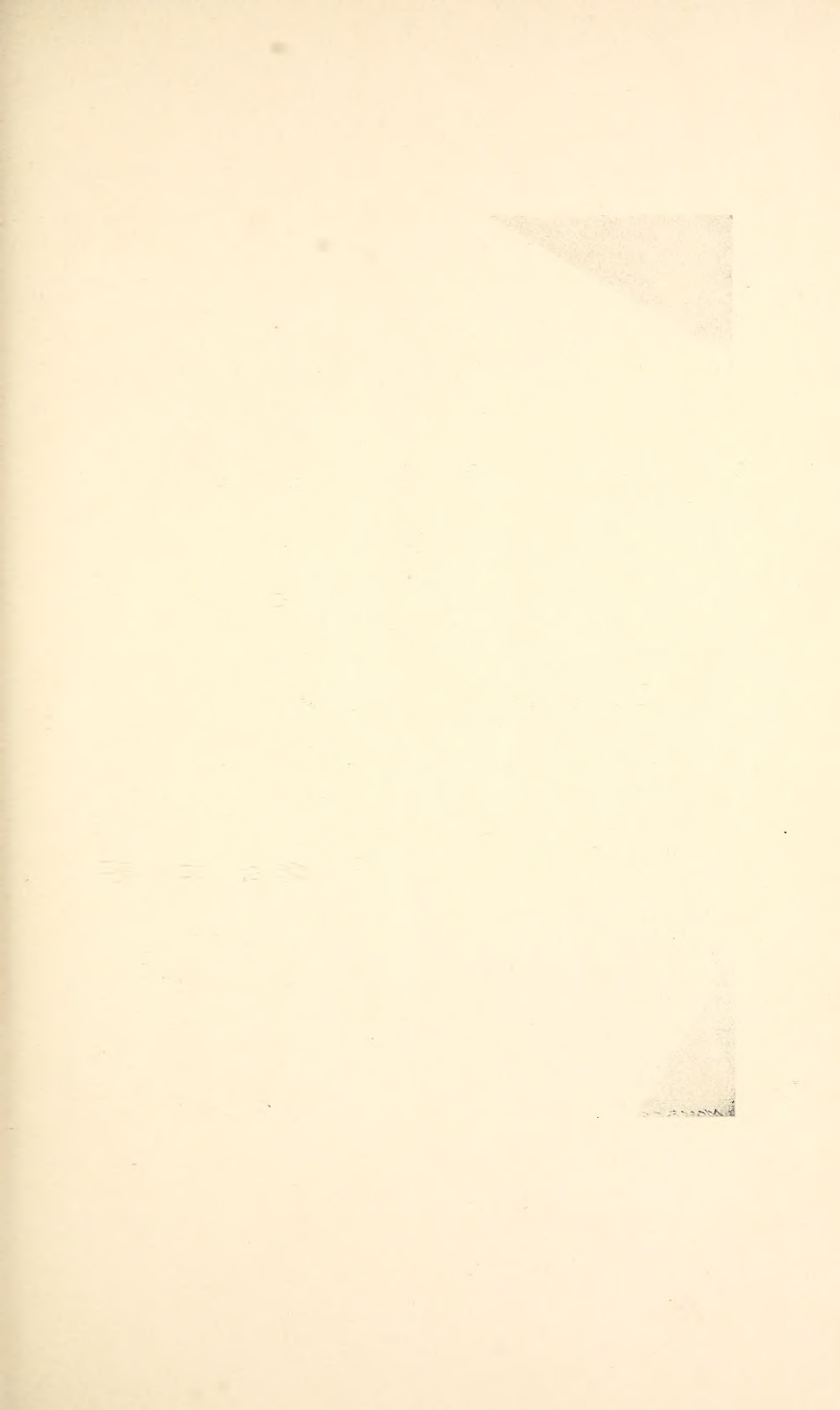
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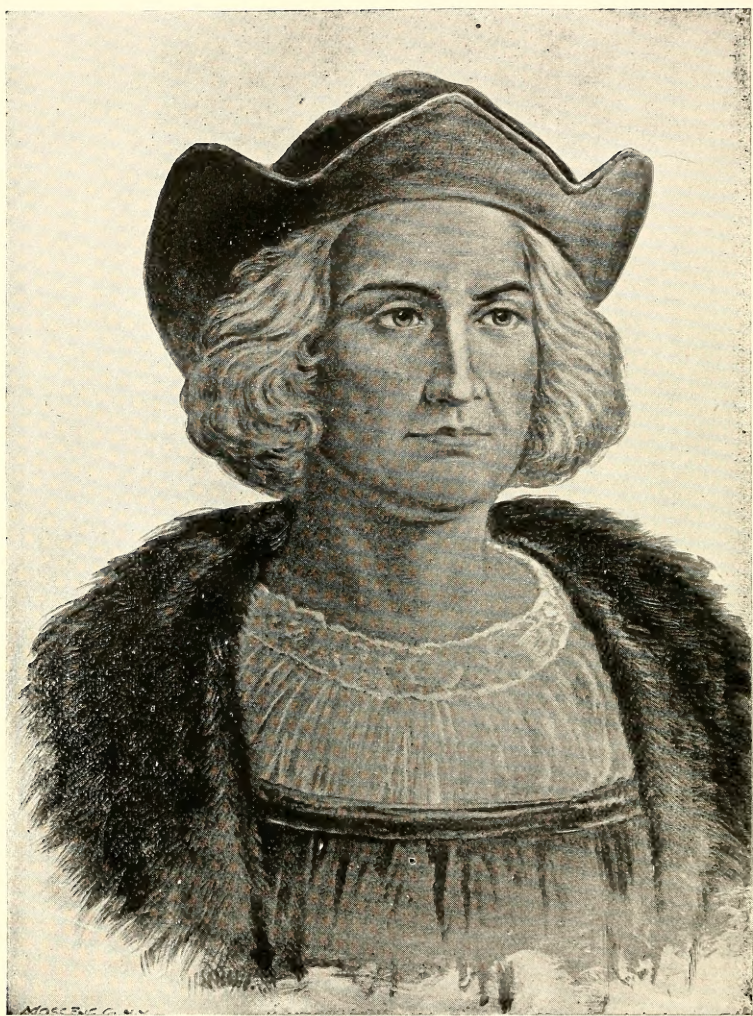
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# THE NORTH CAROLINA TEACHER.

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VOL. X.                      RALEIGH, OCTOBER, 1892.                      NO. 2.

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EUGENE G. HARRELL,                      "                      "                      "                      "                      Editor.

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## THE CENTENNIAL OF THE CITY OF RALEIGH.

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BY THE EDITOR.

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THE FIRST "CITY OF RALEIGH." 1585-'6.

To the shores of Roanoke Island some three centuries ago,  
Where the tides of proud Atlantic never cease to ebb and  
flow,

And where the lordly Indian all unhindered trapped his  
game,

A daring band of Englishmen from Sir Walter Raleigh  
came.

Of Carolina pine soon a fort was rudely made  
To protect the little Colony from any hostile raid;  
And the first home of a white man in all this western land  
Was that rugged hut of pine logs upon the barren sand.

The "Settlement" was honored by its courtly founder's  
name,

And that first "City of Raleigh" has an immortal fame.

But the Colonists soon grew weary with naught to do but  
roam,

While they longed for the comforts of their distant Eng-  
lish home,

And they sailed one winter day for their country far away,  
But fifteen of their bravest men in the "City" agreed to  
stay.

Their fate on Roanoke Island is as dark as blackest night,  
And that bloody page of history has not a ray of light,  
For only bleaching human bones and the moaning of the  
    wave  
Told the doom of Raleigh's City and the fifteen men so  
    brave.

---

THE SECOND "CITY OF RALEIGH." 1792—1892.

'Tis Seventeen ninety-two — twice a hundred years have  
    flown —  
And the hardy little Colony into a State has grown;  
And another Capital City is now named for Raleigh's sake,  
Sitting on a thousand acres of the finest lands of Wake.

These graceful hills and lovely vales where a mighty for-  
    est grows  
Have become a charming City like the blooming of a  
    rose;  
And the praises of fair RALEIGH are heard in song and  
    story,  
For the pages of its record are a hundred years of glory.

From the morning's early light until the night has come  
Many thousand active spindles never cease their busy hum;  
And from many thrifty workshops the whistles' thrilling  
    scream  
Proclaims the throb of commerce with its wondrous ser-  
    vant, steam.

The inspiration of our schools, the rumbling of our trains,  
Are as pleasing to our ears as sweet music's softest strains;  
And the rustle on our busy streets and in our marts of trade  
Tells us of the peaceful union by wealth and labor made.



“Strikes” are strangers in our City, also the “cyclone’s”  
mighty moan;

“Riots” are things to us unknown, likewise the “epi-  
demic’s” groan;

And in our balmy atmosphere all visitors like to live,  
Where each succeeding day has some new delight to give.

Now we greet our splendid City this bright Centennial year,  
With joy and pride, for to us it is everything that’s dear;  
And this one-hundredth return of the morning of its birth  
With swelling hearts of gladness we hail with honest mirth:

#### SALUTATION.

Thou matchless RALEIGH! all-hail to thee!

Thou Southern Capital most fair!

With honor crowned shalt thou ever be

With which no other can compare.

Our love for thee we’ll e’er proclaim,

While speech shall flow from mortal tongue;

And the proud glories of thy name

Through eternal ages shall be sung.

---

#### SOME “FADS” IN EDUCATION EXPOSED.

What is to be the next “fad” of education?

We who bear the burden and heat of the day are at the present time in a delightful state of amazing misery and bewildering confusion by reason of the many novel changes that have been proposed and set going in the schools.

First we had temperance teaching to infants and children whose knowledge of the baneful effects of alcohol on the human system is expected to be complete, and become

a deterrent force, although scientists are by no means agreed as to the effects of alcohol on the system. But we teachers must teach the little ones—*must* teach; it is not permissive, it is mandatory; must teach them that if they will examine the lining of the stomach of a drunkard they will discover that it differs somewhat from the lining of the stomach of a water-drinker; that if they drink beer and whiskey they will have red noses and swelled abdomens; and that if they persist in drinking alcohol they will have “delirium tremens.”

And our little boys and girls are expected to become “soaked” with this knowledge, and by reason of it forever forego the use of spirituous liquors.

It is needless to state that children never understand what teachers are talking about, and never gain an atom of knowledge of the subject whenever this topic of alcohol is lectured on by the teacher. It is a childish, cruel waste of the teacher’s time, and its results are absolutely nothing. But we have to lecture on the subject, and the reformers are satisfied.

Then comes the “fad” for physical training, and the Swedish system is forced upon us; and we spend hours, even days, in acquiring a knowledge of its intricacies and in developing our muscles so that we may properly exhibit the system and ourselves before our class. When we are accomplished enough for the exacting powers, we proceed to line up our class and make jointed sticks of the children. We get them into “position” after every other movement, and force them into attitudes as unnatural as they are ungraceful.

The only merit attaching to the system is that it is *a system*, but so far as it goes towards making the children supple, active, free, graceful, alert, it is a delusion and a snare.

Never was a greater or a graver joke perpetrated upon the people than this same "Ling system." It may be fitted for young men taking their initial lessons in martial bearing—and for this it is chiefly employed in Sweden—but for school children it is a mechanical and cumbersome arrangement of movements. It has no place in the school-room. But it has come and we teachers must—again *must*—teach and exemplify it.

Manual training comes a good third in the race, and it is having its glorious day. This is the most sensible of the "fads" and at the same time it is the most specious. It has claims that all admit, but the tendency of the hour is to make it the essential lesson of the curriculum and it will defeat all its good purposes and offices. Now, every boy in wood-working is expected to come out, after a year's working with tools two hours a week, with strong proclivities for the trades, with high ideas of the dignity of labor, and with proper scorn for the allurements of business.

The thought of the educational value of hand-and-eye-training is entirely lost sight of; the boy is to be made into an artisan. The school is specializing in its work in manual training. This it has no business to do. Boys are not expected to become bookkeepers because they learn how to write, cartographers because they learn how to draw maps, architects because they learn how to draw historic ornaments, nor expert accountants because they learn the multiplication table. They should not expect to become cabinet-makers or carpenters because they learn to use the marking gauge, saw to a line, or distinguish between a hawk and a hand-saw.

But enough. What is the end to be? In what condition will our schools be ten years hence if these new bits of leaven get their work in, even if no other drops are added? Is it not time to cry a halt on all this change?—

*Popular Educator.*



PHYSICAL TRAINING FOR WOMEN.

---

It is said to be a Boston hobby to attend the gymnasium, but if so it is at least a very commendable one. The day of physical culture for women, outside of a few exercises with dumb-bells and "wands" at select boarding schools, is a development of recent years. It is gratifying to note how rapidly the idea has already spread. The clubs or classes for gymnastic training among women and girls are by no means confined to Boston, or even to Massachusetts. The movement is steadily gaining ground everywhere throughout the United States. Especially is this the case at the American colleges to which girls are now sent for higher mental training. In many respects the gymnasium of a girl's college is equal to that of any other college. The girl students have boat clubs and regattas, into which they enter with as much spirit as if the scene were in New London and the event the "varsity" race.

While the girl-students build up brain-cells by study, they also gain muscle by exercise, and the girl college graduate of the present day can "put up" a dumb-bell as neatly and proficiently as she can analyze the teachings of Kant or Schlegel. In fact, she does the one all the better for having done the other. In addition, the game of tennis has served to develop broader chests and stronger muscles.

The safety bicycle, the "tandem" and the tricycle, and more recently the bicycle, have won many young women and girls into knowing the delights of a healthy spin along country roads, and among those who can afford it, horse-back riding has gained great popularity within recent years. In fact, every out-door sport which is not of too rough or too dangerous a nature has recently been adapted to feminine participation, and the athletic girl of to-day can row or fish, ride or walk, bowl or play tennis or golf as well as

her brothers. A generation or so ago her accomplishments would have been considered unmaidenly; to-day she has every reason to be proud of her proficiency, and is generally admired for her skill and expertness by her brothers and envied by her less accomplished sisters.

There is much reason for satisfaction in this increase of health and vigor in womankind, all the more so as too many young men of the present day have not shown the same eagerness towards physical development.

It is to be hoped that the narrow-chested, thin, cigarette-smoking young man who is too often seen on the city streets may be shamed into athletic training by his sense of physical inferiority when compared with the girls of to-day who can walk two miles to his one and who show in every movement the perfect health which he lacks.

At all events, the development of a healthy athletic spirit among American girls means an important gain to the physical standard of the Nation and, perhaps, a decrease in the mortality from hereditary diseases and especially from consumption, which seems the curse of American and especially New England families. On that account alone the spread of physical training is greatly to be desired.—*Boston Advertiser*.

---

## RESTORE TECHNICAL GRAMMAR.

---

BY PROFESSOR J. W. STEARNS, WISCONSIN UNIVERSITY.

---

The serious weakness resulting from the trivial language lessons in the schools begins to be painfully apparent. Teachers do not know what is correct usage in English. They cannot use the pronouns correctly, or the irregular

verbs, or escape gross errors in construction; and this because they have no critical instrument by which to test and judge of expressions. This is the legitimate result of the foolish crusade against technical grammar.

We must cease to listen to cranks, and restore grammar to its proper place in the schools, if we do not wish to be tried and mortified constantly by gross errors of speech on the part of both teachers and pupils.

Technical grammar is a critical instrument to aid one in determining what is correct in expression and in interpreting the language of others. It is further of great value as a drill in analytical thinking. Grammar—vigorous, critical, practical grammatical work is greatly needed.

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## FARCICAL "OBJECT-LESSONS."

BY MRS. M. A. ABER.

---

Let us see what "object-lessons" chiefly deal with.

Last year, in a normal school of the Empire State, a teacher of primary methods, proudly claimed by her principal to be the best in the State, gave thimbles, scissors, chairs, etc., as suitable subjects for object-lessons, and carefully led her pupils through the steps required to develop in children's minds ideas of the parts and the uses of these objects! Is there one child in five hundred, at six years of age, ignorant of these parts and uses? Then the so-called development process is a farce, and a waste of time and energy.

Look over manuals of object-lessons and courses of study for primary children: you will usually find but few subjects leading the child from the beaten path of his daily



life into new, inviting and fruitful fields; and of these, note the directions as to what is to be taught.

Such directions often resemble a lesson on a butterfly that I heard given by a kindergartner. With a single butterfly held in her hand she led the children to speak of its flying in the sunshine, sipping food from flowers, living through the summer, and of the beauty of its colors. Not a word was said of the three parts of the body, the two pairs of wings, the six legs, the antennæ, and the tube through which it sips food—all of which and more the children could easily have been led to see. Doubtless the teacher thought the children had had a beautiful lesson; but had they received anything at all? Although city children, they spent the summer in the country—they had all seen and probably chased several species of butterflies, and possibly some of them knew more than their teacher about the habits of butterflies.—*Popular Science Monthly*.

---

### HOW AN INDIAN THINKS.

---

In a plea for the papoose that I have somewhere read, it is noted that he is carried on his mother's back, and hence travels backward, never sees a tree limb till it has switched him, and always sees everything wrong side first. That, of course was not written by an Indian, for to him the Englishman seems to do and to think backward. It is merely a question of point of view.

But it is worth a good deal to know how a man looks at things, and the following extract from a letter written by a highly intelligent Indian boy, gives us an insight, not only to his mind, but also to the minds of the men and women of his race. He is describing a small flood that

invaded a hen-house, from which he valiantly rescued the inmates, and also telling of his work. He writes:

"I am well. How you think that flood coming now. Last night about three feet high that hen's house the water coming inside; so I took from there about thirty-five hens and put them in that old house not very big. I am well very much, but do like it to see water coming now. I do it my work very well. I am trying to be carpenter. I making washroom table so that girl again can clean wash. Have to make good fire in kitchen room six clock in the morning for two weeks every morning. That river just a lake, that river his little bridge the water run over. I making my little box. I made it myself about two feet long for a lesson.

Our teacher, lets see what he says. He says, very well done. Our teacher, he is the one that teach us our carpenter's work, it his name is Mr. Boxer. My! he fine hand to play cornet."

The writing and spelling are very good, showing that the boy has not wasted his school time, but the struggle with the English idiom has only just begun, and the sight of the things of civilization has given him more ideas than he can express, but promising well for the future.—*Exchange*.

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### A WARNING—DON'T USE BIG WORDS.

---

In promulgating esoteric cogitations or articulating superficial sentimentalities and philosophical or psychological observations, beware of platitudinous ponderosity.

Let your statements possess a clarified conciseness, compacted comprehensibleness, coalescent consistency and a concentrated cogency. Eschew all conglomerations of

flatulent garrulity, jejune babblement and asinine affectations.

Let your extemporaneous descantings and unpremeditated expatiations have intelligibility and veracious vivacity, without rhodomontade or thrasonical bombast. Sedulously avoid all polysyllabic profundity, psittaceous vacuity, ventriloqual verbosity and vandiloquent vapidty, shun double entendres, prurient jocosity and pestiferous profanity, obscurent or apparent.

In other words, talk plainly, naturally, sensibly and truthfully.—*Exchange.*

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## WE DO NOT KNOW.

*Editor North Carolina Teacher:*

Will you please inform me why it is that every educational journal in the South, except THE NORTH CAROLINA TEACHER, will give column after column to advertising the annual meetings of the Northern Educational Association and its various excursions, while not even one Northern or Western journal of education has ever given any advertising whatever to meetings of the Southern Educational Association? It seems to me that the South has done about enough—yea, far too much—free advertising of that meeting of Northern teachers, while not even one Northern journal of education has had a single word to say in favor of the Southern Educational Association, or has ever advised any person to attend its meetings.

A SOUTHERN TEACHER.

*Atlanta, Ga., Sept. 13, 1892.*

We do not know. THE NORTH CAROLINA TEACHER is interested in only one general educational meeting in America and that is The Southern Educational Association, and we must confess that it is surprising to us that Southern educational journals will give so much space to advertising the Northern Educational Association, even at the risk of injuring their Southern. We have never yet seen in a Northern school journal a single word of endorsement of the Southern Association, nor have they asked even one person to attend its meetings.



We do not think that the South has anything whatever to do with the National Educational Association, and the officers of that organization have taken frequent occasion to let Southern teachers know this. The National Association appoints as managers in the South mainly Northern men residing here, or persons who were opposed to the Southern Association in the beginning. We do not think that a single Northern teacher attended the Atlanta meeting, nor have they ever been present at a meeting of the Southern Educational Association, and we are glad to see that the attendance of Southern teachers upon the Northern meeting is each year growing considerably smaller. We are, however, heartily in favor of all the teachers of our country attending both meetings, but we do not believe that Southern teachers should go to the Northern Association unless there is shown some degree of reciprocity by the other side.

The Southern Educational Association is soon going to be the biggest thing in this country, thoroughly competent to manage its own affairs in its own way, as has already been proven at Morehead City, Chattanooga and Atlanta, and the very best and strongest teachers of the South are united in this great Southern educational idea, and they will remain united forever. Let us, brethren of the Southern educational press, give our whole attention and work to the interests of our own Southern land and our own Educational Association, for only in this effort can we expect to enjoy our highest educational growth and advancement.

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THE MOST PROMINENT TEACHERS of our State have given their heartiest endorsement to "The North Carolina Spelling-Book," such as no other school book has ever received in the South.

## STRANGE SUBSTITUTES FOR MONEY.

[This article will form the basis of a very interesting and timely talk with your pupils upon the important subject of "Money." The talk should include an explanation of the familiar terms "Free Silver," "Tariff," "Greenbacks" and "Protection." Tell your pupils whether or not the financial system of the United States is better than those used by the early nations, and give your reasons therefor.—EDITOR.]

There was a time when neither coin nor even metals in the rough was in use among mankind as a circulating medium. Numismatics, as a rule, go no further back than eight or nine hundred years before the Christian era to the stamped pieces of metal circulated among the Greeks and Lydians.

It may be of interest, says *Golden Days*, to glance at some of the early forms of currency and at the strange substitutes for money still in use among barbarous people.

The earliest substitute for coin current used by man is believed to have been the skins of animals. This medium of exchange was employed by the ancient Russians, and also by the first settlers of this country. Certain tribes of the Alaskan Indians to-day use the pelts of bears and foxes for currency.

The pastoral age succeeded the hunting age, and men began to use animals themselves instead of their skins for a circulating medium.

The animals principally employed were sheep and oxen, their relative value being determined by the ancient Romans at ten sheep for one ox, which standard is still recognized among the Mongol tribes. Traces of this custom are still visible in the Irish and Iceland laws.

Among the early Teutonic races fines were often paid in cattle, and the Zulus and Kaffirs in this year of grace make use of this old-time medium.

A direct link between the practice and the use of metal coins for money is found in the currency of the early Romans, who used pieces of brass clipped off from a mass.

Later, in the time of Servius Tullius, the brass was coined and marked with the figure of an ox. An interesting little bit of etymological lore is connected with this custom, for the Latin word for money, "pecunia"—whence our modern term pecuniary—was derived from "pecus," cattle.

Metal money was used, however, long before the time of the Romans. As far back as the days of Abraham the Egyptians used gold and silver for currency. It was counted by weight and not by face value.

The Hebrews had "jewel money," in addition to shekels and talents and drachms of gold and silver. On the Egyptian tombs gold is represented as being weighed in rings for commercial purposes—rather an improvement, it may be considered, on the earlier lump metal.

Before the introduction of coined money into Greece, skewers or spikes of iron and copper constituted the currency, six making a drachm or handful.

This iron money continued in use among the Spartans for many centuries, and Plutarch tells us that to a great quantity and weight of this but a small value was assigned, so as to lay up ten minæ (a little over one hundred and fifty-five dollars) a whole room was required, and to remove it nothing less than a yoke of oxen.

In certain parts of Central Africa iron spikes are still used after the Spartan fashion; and, according to Adam Smith, it is not so long ago that nails were used as a subsidiary coin in Scotland.



During the commercial supremacy of Carthage the common currency used by her merchants and sailors, both in their trade at home and with foreign nations, was pieces of leather stamped with the arms of the powerful republic.

The currency of the Aztecs consisted of transparent quills of gold-dust, of bits of tin cut in the form of a T, and of bags of cocoa containing a specified number of grains.

"Blessed money," exclaimed the old annalist, Peter Martyr, "which excepts its possessor from avarice, since it cannot be long hoarded or hidden under ground."

The earliest coinage in America was the famous "hog money," made in 1612, for the Virginia Company, at the Sommer Islands, now the Bermudas. The coin was of brass, with the legend "Sommer Islands," and a "hogge on one side, in memory of the abundance of hogges which were found on their first landing."

The currency of the early colonists was a very mixed one. At one time musket-balls passed for change at a farthing apiece, and were a legal tender for sums under a shilling. Tobacco and tobacco receipts were also legal tender, and corn, beans, codfish, and peltries were likewise employed.

Wampum, the shell-bead money of the Indians, was the currency most in use, however, being accepted by the colonists as a convenient token.

There were two kinds of this shell money—"wampum-eag," which was white and made from the conch or periwinkle, and "suchanhock," which was dark purple and made from the hard-shell clam.

The purple was worth twice as much as the white. The shell was broken in pieces, rubbed smooth on a stone till about the thickness of a pipe-stem, then pierced with a drill and strung into necklaces, bracelets, and belts.

The English, French and Dutch settlers all used wampum, the value being fixed in 1640 at six beads a penny. The strings were called fathoms, and varied in value from five to ten shillings.

Shell money has played quite an important part in the world's commerce. The small hard shell known as the "cowry" is used to-day in India, the Indian Islands and Africa, in the place of subsidiary coin.

In 1881 more than one thousand tons of these shells were brought from India to Liverpool to exchange for palm oil. Their value in Bengal is 3,200 to the rupee, or about seventy to the cent.

The list of what may be termed curious money is an extensive one. Salt is used in Abyssinia and whale's teeth in the Feejee Islands.

In some of the South Sea Islands red feathers form the currency. Among the native Australians greenstone and red ocher are used.

Female slaves form the standard of value in the retired districts of New Guinea.

In the rural parts of Norway corn is used for coin. Pieces of silk pass as currency in China, and cakes of tea in Thibet. At the great fairs of Lower Novgorod, in Russia, tin is the accepted standard of value. In the British West Indies pins, a slice of bread, a pinch of snuff or a dram of whiskey all have a purchasing power, while on the African coast axes are the currency most in vogue.

The strangest coin of all, however, is the ideal money spoken of by Montesquieu as being found in certain parts of Africa. This singular money is called "moconte," but is purely a sign of value without a unit.

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NO MAN in America can have a prouder suffix than "N. C. T."—North Carolina teacher.

## TWO GREAT CELEBRATIONS.

The centennial of the founding of Raleigh, the capital city of North Carolina, is October 18, and the four hundredth anniversary of the discovery of America by Christopher Columbus occurs on October 21.

These are two of the most notable occasions in the history of our State and country, and every school in North Carolina ought to celebrate both events with ceremonies as appropriate and elaborate as is possible.

The following address has been officially issued by the Raleigh Centennial Committee:

## THE RALEIGH CENTENNIAL.

*To the People of North Carolina :*

One hundred years ago the capital of your State was founded upon the order of a sovereign convention of the people. The city thus called into existence by your will, in the quiet shades of a beautiful forest of oaks, in the county of Wake, has grown with your growth, nourished by the best blood of the Commonwealth, and is to-day the representative of your heroic past and brilliant future.

The history of Raleigh is your own history in an especial sense. Every county has contributed to its population, and sent hither some leader of the people in legislative assemblies, or some one of the noble spirits that have honored the judicial bench or the executive chair.

The ashes of many of Carolina's sons, distinguished in peace or war, rest here. Ties of kindred and friendship unite every county of your broad domain with this city. Its very streets and public squares are your own property. Here your laws are made, proclaimed, interpreted and executed. Here are many of your great institutions of State, and here are preserved the records which will be the grandest legacy of your posterity. To celebrate the Centennial of Raleigh is to commemorate the deeds of the great statesmen, jurists, educators and soldiers that each section of the State has sent hither for the common welfare of all.

They have left an impress upon this community forever. They have made Raleigh in moulding the spirit of its people.

Accepting the bidding of modern enterprise, without forgetting the glorious traditions of the former days, we are rejoiced that with new



strength your capital is growing daily in material progress. In churches and schools, in factories and workshops, in facilities for trade, in multiplied institutions, the improvements of modern life and the comfort and beauty of her homes.

Therefore, celebrating with grateful hearts the completion of her first century, the undersigned committee of her citizens cordially invite all North Carolinians, from every town and county, to assemble on the 18th, 19th and 20th days of October next and unite with the people of Raleigh in the commemoration of the centennial of their home and your capital.

During that week the Raleigh Centennial, the State Fair, the laying of the corner-stone of the monument to the Confederate dead of North Carolina, a magnificent pyrotechnic display, and a festival recalling colonial days, will take place for your interest and enjoyment.

We repeat, then, the cordial invitation to the people of North Carolina, and to those of Carolinian ancestry or associations, wherever they may be, to come up as one man and with one heart. The citizens of Raleigh will bid you welcome.

The Executive Committee of the Columbus Celebration have addressed the people of our country as follows:

#### COLUMBUS DAY.

##### *To the Schools of America :*

October 21 will be a gala day from one end to the other of the United States, and it is but proper that it should be so, for is it not Columbus Day, and will it not commemorate the discovery of a world which in the comparatively short time of four centuries has emerged from the blackness of the forest and the ignorance of the savage into the blazing sun of prosperity and the noontide of intelligence?

It goes without saying that the people of every locality will not be backward in evidencing their patriotism by an appropriate celebration of the memorable day, and a few suggestions as to the best method of executing this commendable design may not be amiss at this time.

In the first place, it should be borne in mind that it is intended that the school children should be the principal participants in the exercises. The pupils are to be in their places in school at 9 o'clock as usual. It is desirable that business be entirely suspended so that the relatives of the pupils may also be present. Printed programmes should be provided when possible, and the exercises will of course be subject to the limitations of the scholars, but everything which may be done should tend to the central ideas of Columbus' achievement and the remarkable progress of the country under the impetus of education. Appropriate

patriotic decorations are necessary, and allegorical tableaux will add greatly to the effectiveness and enjoyment of the exercises. Music is also desirable.

In the afternoon comes the citizens' celebration, but, as in the morning exercises, the school children should take the most prominent part. Of course in the country districts this will not be the case, and the afternoon should be devoted to games for the young people and social gatherings for their elders, though every house should be decorated with the National colors. In the towns the afternoon should be devoted to some sort of formal celebration, in which all of the civic and military organizations should be invited to participate.

A review of school children after they have reached the reviewing stand and saluted the flag will add much to the "life and color" of the scene. A mass-meeting of the citizens should follow during the day, when the best orators of the locality, and the most eloquent of the declaimers among the children—say one from each school—might deliver addresses appropriate to the occasion. The topics of these speeches will readily suggest themselves, but it must be borne in mind that anything relating to Columbus will be more interesting than anything else on such an occasion. The flag salute, the ode and the patriotic songs should be executed by the children without a hitch, and for this reason a great deal of preliminary work will have to be done by them.

Upon the school-teachers will devolve the greatest portion of this labor. Each teacher should at once, if it has not already been done, present the matter of the celebration of Columbus Day to his pupils, and it should be laid before the young people in such a manner that each will be anxious to contribute as much as possible to the success of the affair. Enthusiasm is what is wanted and needed, for without it failure must result. Let each teacher select committees on reception, on decorations, on exercises, on printing, on newspapers, on arrangements, and on finance. The principal must be actually if not nominally the directing spirit of each committee.

Both of these celebrations should be held at the same time, and the North Carolina State Flag and the National Colors ought to be displayed draped together over the speaker's platform or stage. The songs for the occasion should have particular reference to the celebration, including "My Country, 'tis of Thee," "The Old North State," "Star-Spangled Banner," "Ho! for Carolina," "Hail Columbia," and "True to Carolina."

While it is impossible to prepare a programme that would suit each locality, it is very easy for every teacher

to arrange an order of exercises that will interest and instruct pupils and spectators and afford delightful patriotic entertainment for all.

If there should be sufficient space on your platform for the school to march in they should face the State and National colors and give the military salute, with this ceremony: Right hand lifted, palm downward, to a line with the forehead and close to it. Standing thus all repeat together slowly, "I pledge allegiance to my flag and the republic for which it stands; one nation indivisible, with liberty and justice for all." At the words to my flag the right hand is extended gracefully, palm upward, toward the flag, and remains in this gesture till the end of the affirmation, whereupon all hands immediately drop to the side. Then, still standing, as the instruments strike a chord, all will sing "America," "My Country, 'tis of Thee," and "The Old North State." The entire audience should rise and stand during the saluting ceremonies.

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### ARCHIBALD D. MURPHEY.

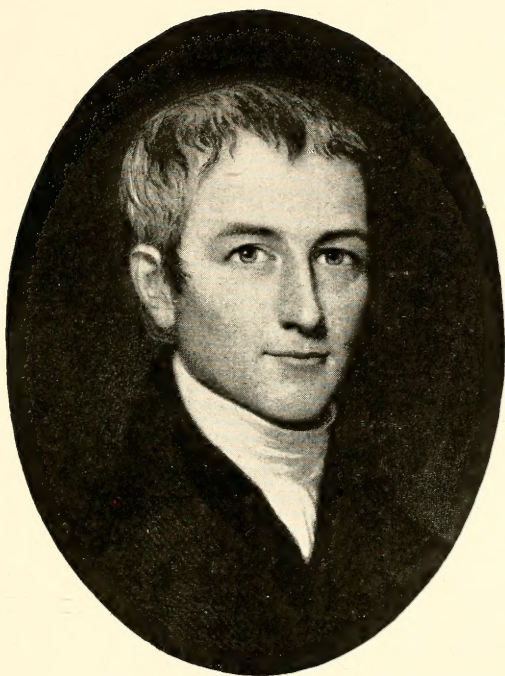
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BY JUDGE WALTER CLARK, ASSOCIATE JUSTICE OF THE SUPREME COURT  
OF NORTH CAROLINA.

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[Few men in North Carolina have borne so important a part in the educational affairs of our State as did Judge Murphey. While his rare ability as a jurist has placed his name proudly among the eminent legal men of our country, his earnest work in behalf of popular education has given him a very proud and exalted position in the memory and love of every North Carolina teacher and friend of education. Each child in our State ought to be familiar with





JUDGE ARCHIBALD D. MURPHEY.



the history of Judge Murphey, and we are specially fortunate in being permitted to present to our readers the admirable biography of this great friend of education in North Carolina, from the able pen of Judge Walter Clark, Associate Justice of our Supreme Court, accompanied by an excellent portrait.

Both the sketch and the fine portrait we have obtained through the kind courtesy of Hon. Horace W. Fuller, editor of *The Green Bag*, of Boston, one of the ablest and most popular legal journals in this country. This sketch is one of a complete series of illustrated biographies of the Supreme Court Judges of North Carolina, by Judge Walter Clark, which will appear in the October, November and December numbers of *The Green Bag*. The complete article is of special interest and value to the legal profession, and is also of considerable interest and importance to the teachers of our State, as it will form the basis of many very valuable talks to pupils upon the men who have composed the honored court of supreme justice in North Carolina.—EDITOR.]

ARCHIBALD DEBOW MURPHEY, though never elected a member of the Supreme Court, is entitled to a place in this list of the occupants of the bench, as by special commission he discharged its duties for part of three terms. Under a clause in the act creating the court, the Governor was authorized to detail a Judge of the Superior Court by special commission to sit instead of a Judge of the Supreme Court in causes where one of its members had been counsel or had an interest in the result. Judge Henderson had been elected from the bar, where he had been in full practice, and there were many of these causes. Judge Murphey was specially commissioned by Governor Branch, and sat in several cases at May term, 1819; at November term, 1819, and at June term, 1820. Indeed, his concurrence with Chief Justice Taylor against Judge Hall's dissent sus-



tained the validity of the Moses Griffin will, under which New Bern has ever since possessed the "Griffin" school. Judge Daniel (afterward for many years a Judge of the Supreme Court) was also commissioned and sat at May term, 1819, in several causes. The act was repealed in 1821, being considered of doubtful constitutionality.

The fame of Judge Murphey is very dear to the State, and he was worthy of any honors she could bestow upon him.

His father, Colonel Archibald Murphey, was a prominent citizen of Caswell County, and bore a part in the military service of the Revolution, for which the citizens of that patriotic county were specially distinguished. At his father's residence, near Red House, and seven miles from Milton, Judge Murphey was born in 1777, a member of a family of seven children. He entered the State University in 1796, and graduated with the highest distinction in 1799. Such was the reputation he had acquired that he was immediately appointed Professor of Ancient Languages in the University, which position he held for three years, maturing that taste for liberal studies which always distinguished him.

He was admitted to the bar in 1802, after a meagre course of legal study, but advanced rapidly to the front rank in the profession. The bar is not a place where a false reputation for talents can be maintained. His practice for years was not exceeded by any lawyer in the State, and he had most able competitors and contemporaries at the bar—the two Hendersons, Cameron, Norwood, Nash, Seawell, Yancey, Ruffin, Badger, Hawks, Mangum, Morehead, Graham, and many others.

Governor Graham says of him: "He had a Quaker-like plainness of aspect, a scrupulous neatness in an equally plain attire, an habitual politeness, and a subdued simplicity of manner which at once won his way to the hearts

of juries, while no Greek dialectician had a more ready and refined ingenuity, or was more fertile in every resource of forensic gladiatorship." Though a charming and successful advocate, he more especially delighted in the equity practice, which he deemed "the application of the rules of Moral Philosophy to the practical affairs of men." He was a skilful pleader; and his chirography, neat and peculiar, was almost as legible as print—an unusual thing with lawyers.

From 1812 to 1818, he was continuously, by annual election, a Senator from Orange, and on this new theatre shone even more conspicuously than in his profession. He inaugurated a new era in the public policy of the State, and exerted for years probably a greater influence than any other citizen of the State. He was the foremost and ablest advocate—indeed, the originator—of a system of internal improvements and of common schools in North Carolina. His papers and addresses on these subjects would do credit to DeWitt Clinton or John C. Calhoun. One of these memoirs was published in 1822, with high commendation, in the *North American Review*, then edited by Hon. Edward Everett. He was a firm friend to the State University. In 1822, by appointment of North Carolina, he was heard before the Tennessee Legislature, and adjusted the disputed claims of the University to lands in that State.

He also was the first who aroused an interest in our State history. He proposed, indeed, to write a history of North Carolina (though never able to accomplish it), and procured from the Revolutionary survivors, then rapidly passing away, much valuable material and information, which but for him would have been irretrievably lost. In one of his letters he says: "We know nothing of our State, and care nothing about it. We want some great stimulus to put us all in motion, and to induce us to waive little jealousies and combine in one general march to one great purpose."



In 1818 he came near being elected to the bench of the new Supreme Court, though he had never presided—as the successful candidates all had—on the Superior Court bench. He was elected to fill one of the vacancies on the Superior Court bench, and held the office for two years, during which time he sat, as we have seen, by special commission, part of three terms upon the Supreme Court bench. He resigned in the fall of 1820. In 1819 he published three volumes of reports—5, 6 and 7 N. C. (formerly 1, 2 and 3 Murphey). Of these, the first two covered the decisions of the old Supreme Court (from 1804 to 1818), and the last contained the decisions of the new Supreme Court for 1819—the first year of its existence. We are so accustomed now to official reporters and a prompt publication of the decisions of the court of last resort, that we cannot understand the full extent of the benefit conferred on the profession then by the editing and publishing of the decisions, the larger part of which had remained in manuscript for so many years.

As a literary character, Judge Murphey should be classed as one of the first men in the nation. His style had all the charm of Goldsmith or Irving. In Latin, Greek and French his proficiency was such that he read the standard authors with pleasure and for amusement. He was thoroughly familiar with the English classics; and, though in this self-taught, he had no small attainments in the sciences. His oration before the two literary societies of the University in 1827 was the first of a long series of like addresses by distinguished men at the annual commencements, but has never been surpassed by any. It is a model of its kind. Its commendation by Chief Justice Marshall in a letter to its author adds to its interest and renders it historical.

In the latter years of his life he struggled with disease and financial embarrassment, the latter the result of over-sanguine investments. But to the last his gifted mind, when his chronic rheumatism permitted him to appear in







SIR WALTER RALEIGH.

WHO MADE THE FIRST ATTEMPT AT PERMANENT ENGLISH SETTLEMENT IN AMERICA, AND IN WHOSE HONOR  
AND MEMORY THE CAPITAL CITY OF NORTH CAROLINA IS NAMED.

the court-room, shone out in its noon-day splendor, and at all times his hours of pain and misfortune were solaced

“ With silent worship of the great of old,  
The dead but sceptred sovereigns,  
Who rule our spirits from their urns.”

He died at Hillsboro—his place of residence—February 3, 1832, and is buried in the Presbyterian church-yard, where repose so many of our illustrious dead. He left two sons—Dr. Murphey, of Mississippi, and Lieutenant Murphey, of the United States Navy. A beautiful and growing town in the westernmost county of the State preserves his name, and our State itself the recollection of his fame.

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## DEATH OF SIR WALTER RALEIGH.

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The record of men who live nobly may be worthily supplemented by that of the souls who depart this life like Christian gentlemen. Charles I. and Louis XVI. went through the ordeal of execution with the fine solemnity befitting a king in such extremity, and Sir Walter Raleigh died upon the cruel and unjust charge of treason, in a manner befitting his life and purposes.

Raleigh was the wittiest man and one of the most scholarly men of Elizabeth's court. He was fond of books; and as an author he took rank with the great literary lights of the Elizabethan age. Chivalrous in feeling, brave in action, courtly in manner, handsome in person, a faithful husband, a devoted father, a valiant soldier, a vigorous and persevering explorer, and a wise and statesman-like thinker, his career was full of absorbing and often exciting interest.

On the morning of his execution (October 29, 1618), he turned to his old friend, Sir Hugh Creston, who had tried



to approach the scaffold and was repulsed by the Sheriff, with the smiling remark:

"Never fear but I shall have a place!" He was the most fearless of death that ever was known.

A little later a very bald man pressed forward to see Raleigh and pray with him. Sir Walter took off his own embroidered cap and placed it on the head of this spectator, saying:

"Take this, good friend, to remember me, for you have more need of it than I."

"Farewell, my lords," he said to the courtiers who came to take affectionate leave of him; "I have a long journey before me and I must say good-bye."

Then he reached the scaffold and said as he did so: "Now I am going to God, and I die in the faith professed by the Church of England. I hope to be saved and to have my sins washed away by the precious blood and merits of our Saviour Christ." He touched the axe gently, closely examining its sharp, keen edge, kissed it, and said with a smile: "This is a sharp medicine, but a sound cure for all diseases."

He then laid his head composedly on the block, moved his lips in prayer and gave the signal for the blow. The executioner shrank from beheading him, but the illustrious prisoner exclaimed: "What dost thou fear? Strike, man!" and a gentle and fearless life was ended.

The people of North Carolina truly honored themselves and the proud memory of noble Sir Walter Raleigh in giving the name of RALEIGH to their beautiful capital city.

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IF ONLY WE strive to be pure and true,  
To each of us all there will come an hour  
When the tree of life shall burst into flower,  
And rain at our feet the glorious dower  
Of something grander than we ever knew.

## IN THE SCHOOL-ROOM.

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### INSTINCTIVE CURIOSITY.

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Everyone likes to see motion.

Crowds will gather around a machine, if it is only busy, and watch its monotony for hours. Let some work be in progress in a large city, and it is a wonder where all the idlers come from. If it be anything uncommon, the crowd becomes respectable.

The millionaire, and the district boy with his pocket full of "rush" messages will stand side by side watching the work.

A passing train up-town will draw a crowd, and country depots are notorious as loafing places.

Moving machinery is very fascinating. The strangest of all is that this faculty, or rather dissipation, of the brain is satisfied with simply seeing; it seldom goes into an analysis of the movement.

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### THE WEIGHT OF A "GRAIN."

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The smallest measure of weight in use, the grain, has its name from being originally the weight of a grain of wheat. A statute passed in England in 1266 ordained that thirty-two grains of wheat, taken from the middle of the ear or head, and well dried, should make a pennyweight, twenty of which should make an ounce, while twelve ounces were to make a pound. The pound, therefore, consisted then of 7,680 grains. Some centuries later the pennyweight was divided into twenty-four grains, which makes the troy pound, as now used, 5,760 grains. The pennyweight was the exact weight of the old silver penny.

## A LANGUAGE EXERCISE.

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What is the distinction between

predict	and predicate	obstruct	and impede
among	between	exceed	excel
mutual	common	expect	hope
construe	construct	excite	incite
indices	indexes	glance	glimpse
flowed	flown	gratitude	thankfulness
older	elder	impostor	deceiver
sufficient	enough	lonely	solitary
hasten	hurry	noted	notorious
allow	admit	polite	civil
brute	beast	people	persons
ask	request	persuade	convince
beg	beseech	purpose	propose
entreat	implore	resolute	determined
calumny	defamation	watch	observer
slander	libel	whole	complete
defend	protect	sorrow	grief
diffident	modest	timely	seasonable
engage	promise	join	unite
understand	comprehend	marvel	wonder

*—Exchange.*

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## POOR ENGLISH.

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“He accepted the invite.” It would be quite as correct grammar to say “He accepted the give” or “the appoint.”

“She took a walk with Edith and I.” Would the speaker say “She went with I?” How do the intermediate words alter the principle of construction? I should not note



either this error or the last were it not that I have heard both from the lips of highly educated persons who ought to have known a great deal better.

A favorite style at present is, "This plant will grow, don't you think?" Would it not be more correct, as well as elegant, to say "Do you not think this plant will grow?"

The horrible adverb between the infinitive and verb continues to vex the souls of all lovers of syntax: "To distinctly speak," "To carefully notice," etc.

Another most awkward combination much in favor is: "The death is announced of Gen. Smith."

Our cousin Jonathan some time ago instructed us to write someone and anyone, and now he sends us a hyphenless today and tomorrow. What shall we shudder at next? Our cousin Patrick, who seems to have full command of many newspapers, is also making us shudder by such inelegancies as "He asked me could I do it," "I wondered did he mean it." We should like to hear them parsed.

Lastly, what do we mean by styling every mortal event a function? We used to hear of the functions of a clergyman, an officer, or a minister of state; but until the last few years we never dreamed of Lady Blank's evening party being a function, or of applying such a title to Mrs. Dash's concert. Is it not rather absurd and also a distinct loss as regards the old sense, for which we seem to have no other word equally expressive?—*Notes and Queries*.

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AND HE WHO sees the future sure,  
The baffling present may endure,  
And bless meanwhile the unseen  
Hand which leads.

—Whittier.

## IT PAYS.

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BY ANNIE E. TREAT.

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It pays to wear a smiling face  
And laugh our troubles down,  
For all our little trials wait  
Our laughter or our frown.  
Beneath the magic of a smile  
Our doubts will fade away,  
As melts the frost in early spring  
Beneath the sunny ray.

It pays to make a worthy cause,  
By helping it, our own;  
To give the current of our lives  
A true and noble tone.  
It pays to comfort heavy hearts,  
Oppressed with dull despair,  
And leave in sorrow-darkened lives  
One gleam of brightness there.

It pays to give a helping hand  
To eager, earnest youth;  
To note, with all their waywardness,  
Their courage and their truth;  
To strive, with sympathy and love,  
Their confidence to win;  
It pays to open wide the heart  
And "let the sunshine in."

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LET US BE content to work, —  
To do the thing we can, and not presume  
To fret because 'tis little.

—Mrs. Browning.

HUMOR OF THE SCHOOL-ROOM.

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Amid the perplexities of a teacher's life the quiet, often unconscious humor of the school-room serves to keep the pedagogue alive and outside of the insane asylum.

Young America is great in many fields, but in the rôle of lexicographer he is probably at his best.

The following definitions and illustrative sentences culled from the examination papers of the pupils of a Western school, illustrates some of the bold changes that Young America delights in:

Magpie—The girl made a magpie for dinner.

Routine—He had a bottle of routine.

Noxious—She is a very noxious girl.

College—A place where graduates go.

Rebel—A kind of hawk.

College—Cemetery of learning.

Hydraulics—A disease.

Angle—She made a left angle.

Wampum—A kind of a bee.

Sylph—One's own sylph.

Becon—A minister.

League—Ten dollars.

Maximum—Surname of an Indian chief.

Guerilla—An animal.

Tariff—A sofa.

Charlatan—A musical instrument.

Guerilla—A man-eater.

Tariff—An animal found in Africa.

Tariff—A stuffed seat.

Tariff—A place for worship.

Creole—A white descendant from black parents.

Plumbago—A blockhead.—*Wide Awake.*



BEECHER'S LAST WORDS.

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We clip the following concluding sentence from the last article ever written by the late Henry Ward Beecher, a short time previous to his death:

"I rejoice to say that I was brought up from my youth to abstain from tobacco. It is unhealthy—it is filthy from beginning to end. I believe that the day will come when a young man will be proud of not being addicted to the use of stimulants of any kind.

"I believe that the day will come when *not to drink*, not to use tobacco, not to waste one's strength in the secret indulgence of passion, but to be true to one's nature, true to God's law, to be sound, robust, cheerful, and to be conscious that these elements of health and strength are derived from the reverent obedience of the commandments of God, will be a matter of ambition and endeavor among men."

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LITTLE BY LITTLE.

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Little by little the morning breaks,  
Little by little the world awakes.  
Little by little the sunbeams shine,  
Little by little—line in line.  
Little by little mounts the sun—  
Little by little, to sultry noon.  
Little by little the shadows grow,  
Little by little they lengthen slow.  
Little by little the sun goes down,  
Little by little the twilights come.  
Little by little the night creeps on,  
Little by little—Life's day is done.

—F. Albert Wilson.

THE AGE OF MAN.

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When was man first placed on earth? No one can answer that question. Hugh Miller says that man's habit of burying his dead out of sight makes it very easy to be mistaken on that point; for, because of burial, men's bones may be found among the animals that have lain in the earth for ages.

There is one thing, however, that gives us an inkling of when he came. Certain tools, that only man could have made, have been found buried in caves, in peat beds, and in the bottom of lakes. Often these are covered by layers of rock, and, by calculating how long it took to make the layers, a guess can be made as to when the tools were put there. Still it is only a guess, and no one pretends to regard the question as settled, because under some conditions the layers would be made much faster than under others.

But the bones of certain animals, the mammoth and other great creatures of that time, which have long since died, have been found with these tools.

By calculating in what ages these animals lived, and how long it takes a race of animals to die out, a surer result can be arrived at.

In a cave in England, buried under a limestone layer from one to fifteen inches thick, tools have been found mingled with the bones of elephants, tigers, rhinoceri and hyenas, which roamed over that country thousands and thousands of years ago.

The peat bogs of what is now Denmark and Scandinavia are filled with stone tools. Some have been found in beds of gravel, underlying peat which is certainly seven thousand years old. This seems to show that man must have dwelt on earth at least as many years ago.—*Saint Nicholas*.

“HABIT” is hard to overcome. If you take off the first letter it does not change “a bit.” If you take another you still have a “bit” left. If you take off still another the whole of “it” remains. If you take off another it is not “t” totally used up. All of which goes to show that if you wish to be rid of a “habit” you must throw it off altogether.—*Exchange*.

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FROM THE RECORDS of Yale College during the past eight years it is shown that the non-smokers were twenty per cent. taller than the smokers, twenty-five per cent. heavier, and had sixty-six per cent. more lung capacity. In the last graduating class at Amherst College, the non-smokers have gained in weight twenty-four per cent. over the smokers; in height thirty-seven per cent.; in chest girth forty-two per cent.; and in lung capacity, eight and thirty-six hundredths cubic inches.—*Western Medical Reporter*.

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### THE NEW MULTIPLICATION TABLE.

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It is just as easy to learn the Multiplication Table up to twenty-five as to twelve, and it should be thus taught to every child. The business man or clerk in a store or factory needs to know the sum of nineteen times seventeen about as often as nine times seven, and it is exceedingly convenient to have these results fixed in the memory. We here give the Multiplication Table up to twenty-five, and hope that every child in North Carolina will commit it to memory.

The table shows that the large figures in front of each double row are intended to multiply the small top figures



in the row; for instance the large 9 is followed by 2, 3, 4, 5, 6, 7, etc., until 9, beneath which stands the increase of each, multiplied by 9, viz: 9 times 2 are 18; 9 times 3 are 27, etc.; 9 times 9 are 81, as will be seen at the end of the row; and in the last row 25 times 2 are 50, etc., and at the end 25 times 25 are 625. Thus the multiple of any two numbers from 2 to 25 may be easily found in the table.

There should be regular and systematic drill in this table every day.

$$\begin{array}{c}
 2 \\
 4 \\
 3 \quad 2 \quad 3 \\
 6 \quad 9 \\
 4 \quad 2 \quad 3 \quad 4 \\
 8 \quad 12 \quad 16 \\
 5 \quad 2 \quad 3 \quad 4 \quad 5 \\
 10 \quad 15 \quad 20 \quad 25 \\
 6 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \\
 12 \quad 18 \quad 24 \quad 30 \quad 36 \\
 7 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \\
 14 \quad 21 \quad 28 \quad 35 \quad 42 \quad 49 \\
 8 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \\
 16 \quad 24 \quad 32 \quad 40 \quad 48 \quad 56 \quad 64 \\
 9 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \\
 18 \quad 27 \quad 36 \quad 45 \quad 54 \quad 63 \quad 72 \quad 81 \\
 10 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \\
 20 \quad 30 \quad 40 \quad 50 \quad 60 \quad 70 \quad 80 \quad 90 \quad 100 \\
 11 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \\
 22 \quad 33 \quad 44 \quad 55 \quad 66 \quad 77 \quad 88 \quad 99 \quad 110 \quad 111 \\
 12 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \\
 24 \quad 36 \quad 48 \quad 60 \quad 72 \quad 84 \quad 96 \quad 108 \quad 120 \quad 132 \quad 144 \\
 13 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \\
 26 \quad 39 \quad 52 \quad 65 \quad 78 \quad 91 \quad 104 \quad 117 \quad 130 \quad 143 \quad 156 \quad 169 \\
 14 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \\
 28 \quad 42 \quad 56 \quad 70 \quad 84 \quad 98 \quad 112 \quad 126 \quad 140 \quad 154 \quad 168 \quad 182 \quad 196 \\
 15 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \\
 30 \quad 45 \quad 60 \quad 75 \quad 90 \quad 105 \quad 120 \quad 135 \quad 150 \quad 165 \quad 180 \quad 195 \quad 210 \quad 225 \\
 16 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \\
 32 \quad 48 \quad 64 \quad 80 \quad 96 \quad 112 \quad 128 \quad 144 \quad 160 \quad 176 \quad 192 \quad 208 \quad 224 \quad 240 \quad 256 \\
 17 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \\
 34 \quad 51 \quad 68 \quad 85 \quad 102 \quad 119 \quad 136 \quad 153 \quad 170 \quad 187 \quad 204 \quad 221 \quad 238 \quad 255 \quad 272 \quad 289 \\
 18 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \\
 36 \quad 54 \quad 72 \quad 90 \quad 108 \quad 126 \quad 144 \quad 162 \quad 180 \quad 198 \quad 216 \quad 234 \quad 252 \quad 270 \quad 288 \quad 306 \quad 324 \\
 19 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \\
 38 \quad 57 \quad 76 \quad 95 \quad 114 \quad 133 \quad 152 \quad 171 \quad 190 \quad 209 \quad 228 \quad 247 \quad 266 \quad 285 \quad 304 \quad 323 \quad 342 \quad 361 \\
 20 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20 \\
 40 \quad 60 \quad 80 \quad 100 \quad 120 \quad 140 \quad 160 \quad 180 \quad 200 \quad 220 \quad 240 \quad 260 \quad 280 \quad 300 \quad 320 \quad 340 \quad 360 \quad 380 \quad 400 \\
 21 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20 \quad 21 \\
 42 \quad 63 \quad 84 \quad 105 \quad 126 \quad 147 \quad 168 \quad 189 \quad 210 \quad 231 \quad 252 \quad 273 \quad 294 \quad 315 \quad 336 \quad 357 \quad 378 \quad 399 \quad 420 \quad 441 \\
 22 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20 \quad 21 \quad 22 \\
 44 \quad 66 \quad 88 \quad 110 \quad 132 \quad 154 \quad 176 \quad 198 \quad 220 \quad 242 \quad 264 \quad 286 \quad 308 \quad 330 \quad 352 \quad 374 \quad 396 \quad 418 \quad 440 \quad 462 \quad 484 \\
 23 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20 \quad 21 \quad 22 \quad 23 \\
 46 \quad 69 \quad 92 \quad 115 \quad 138 \quad 161 \quad 184 \quad 207 \quad 230 \quad 253 \quad 276 \quad 299 \quad 322 \quad 345 \quad 368 \quad 391 \quad 414 \quad 437 \quad 460 \quad 483 \quad 506 \quad 529 \\
 24 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20 \quad 21 \quad 22 \quad 23 \quad 24 \\
 48 \quad 72 \quad 96 \quad 120 \quad 144 \quad 168 \quad 192 \quad 216 \quad 240 \quad 264 \quad 288 \quad 312 \quad 336 \quad 360 \quad 384 \quad 408 \quad 432 \quad 456 \quad 480 \quad 504 \quad 528 \quad 552 \quad 576 \\
 25 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20 \quad 21 \quad 22 \quad 23 \quad 24 \quad 25 \\
 50 \quad 75 \quad 100 \quad 125 \quad 150 \quad 175 \quad 200 \quad 225 \quad 250 \quad 275 \quad 300 \quad 325 \quad 350 \quad 375 \quad 400 \quad 425 \quad 450 \quad 475 \quad 500 \quad 525 \quad 550 \quad 575 \quad 600 \quad 625
 \end{array}$$

# EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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## THE NORMAL AND INDUSTRIAL SCHOOL FOR YOUNG WOMEN.

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It has been publicly stated that the Normal and Industrial School for Women, at Greensboro, proposes to organize a primary department. We are satisfied that this report is an error, because no such department was contemplated by the State when the school was established, and we know that the Trustees will see to it that the institution will undertake to do only its legitimate work, and do it well. The institution is a *Normal* and *Industrial* School, and as such it does not, and should not, conflict or compete with any other school or college in North Carolina. If the work of the school should be diverted from its proper course as is contemplated in the law establishing it so as to make it a competitor with every other finishing school for girls in the State, we believe that its appropriations would be endangered, and that the Legislature would not support it. New public institutions have to move very cautiously and close to their legitimate line of work to avoid friction and opposition in the General Assembly of law-makers.

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OVER TWO HUNDRED new subscribers during the past month is a fact very gratifying to the editor.

EDITORIAL NOTES.

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HAVE YOU sent us any item of educational news from your school or section during the past month? Suppose you do so now while the suggestion is fresh in mind.

IT IS VERY hard for a teacher to go to the school-room in the morning with something on mind to scold about and find visitors present so that he will be compelled to appear pleasant all day.

IN A North Carolina college journal an excellent article bore the hieroglyphic heading "Y. W. C. T. U. of G. C"! As that is neither the English or American language, perhaps the editor will kindly translate it for the public.

DIDN'T WE tell you so? Most of the schools of the State have more pupils than ever before, and every week adds to the number. We congratulate the people of North Carolina upon their determination to educate their children whether "the times" may be considered hard or easy.

WE TRULY appreciate the many very kind letters received from prominent educators throughout the South in regard to our work for the Southern Educational Association. In addition to the private replies which have been made to all those letters, we feel that so many high compliments deserve this public acknowledgment of appreciation and gratitude.

BUSINESS men throughout the country who employ a stenographer and typist for their correspondence are loud in their complaints of bad spelling on the part of these clerks. Don't let this be said with truth of your pupils. Only regular and systematic drill from some good spelling-book can remedy the evil, as correct spelling cannot be successfully taught in any other way.



WE WILL be glad to have articles for publication from North Carolina teachers on any educational subject. It has been said that teachers write for the press less than any other class of people, and that North Carolina teachers write less than any other teachers. Is this true? If so, why? The editor of an educational journal needs the aid of teachers in advancing the school interests of his State, and one of the first qualifications of a teacher is to be able to write for the public.

THERE ARE A great many teachers who want to use "The North Carolina Spelling-Book" instead of the one now in their schools. The publishers will supply all such schools with the new book for only *twelve cents* each when the old spellers in actual use in schools are sent in. This will enable every teacher to introduce the handsome new spelling-book at once. "The North Carolina Spelling-Book" will give the children a more practical and extended vocabulary than any other book of the kind, and from every part of the State come strongest words of praise of the book.

IN THE "North Carolina Spelling-Book" there are four hundred and twenty-six "practice words" at the end of the book; the editor of THE TEACHER will give five dollars in gold to the boy or girl in school who will spell the most of them correctly. The words are to be given to the spellers orally by the teacher, and the words must be spelled in writing and the original papers sent to THE TEACHER. If two or more papers spell every word correctly five dollars will be sent for the first two papers received. The list of words does not contain the hardest ones to spell in the American language, therefore we expect several pupils to spell all of them correctly.

MANY SCHOOLS in North Carolina, in establishing school libraries, have discovered that the pupils do more general

reading than the teachers! This is, perhaps, because the teachers "know it all" and do not care to read books again with which they are perfectly familiar. A certain public graded school in this State established a library of miscellaneous books for pupils and one of educational books for the teachers; the miscellaneous library was liberally patronized, and not an average of one book a month was taken from the educational library by teachers! Have our teachers ceased to read professional books? We will give a year's subscription to THE NORTH CAROLINA TEACHER to any twenty teachers who will promise to read at least three educational books during the year 1893.

OUR CUBA PARTY list is almost full to its limit. It is pleasant to have again as members of the party several of our charming people who went with us last winter to Havana. There is no other country on the globe so delightful as Cuba in mid-winter, and the trip is almost a certain cure for deep colds, La Grippe, and any trouble with the lungs. It is truly delightful in mid-winter to leave the snow, ice, cutting wind and cold rain, and find a country of perpetual summer, flowers and balmy sunshine, where the overcoat is unknown, fans are always at a premium, and your lightest last summer clothing is just the thing to wear. The expenses of our trip are only seventy-five dollars, which pays all necessary expenses, including railroad and steamer fare, board *en route* and at the Grand Hotel Mascotte while in Havana. This is about one-fourth the usual cost of such a trip as is made by our party. Persons who desire to join the party, should make application early in order to secure tickets and berths at our special rates. The time selected for the trip is about January 15th which is just in the midst of the carnival season in Havana, and therefore is the most enjoyable of all the year.

## ABOUT OUR TEACHERS AND SCHOOLS.

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MR. W. J. HELMES is Head Master of Jonesboro High School.

MISS M. C. WOODS is in charge of a private school at Knap of Reeds.

MISS HATTIE A. COX is teaching at Winterville and has a good school.

MR. A. C. ENGLISH is Principal of Jefferson Academy, Ashe County.

MR. C. D. GOOCH is in charge of Sanford High School for boys and girls.

MR. P. C. DUNCAN has thirty-eight pupils in his school at McKinney Cove.

MR. J. H. ALLEN is Principal of Centre Academy at Chestnut Ridge, Yadkin County.

MISSSES MCKINNON AND PATTERSON have a fine school at Maxton, Robeson County.

MISS JANET G. WHITFIELD is in charge of St. Agnes School at Franklin, Macon County.

MR. W. A. EUBANK is in charge of Beulaville High School with forty pupils in attendance.

MISS LOUISE CHEARS has a fine school of forty pupils at Bath, North Carolina's oldest town.

SAINT MARY'S SCHOOL began its fifty-first annual term on September 22, with a fine enrollment.

MR. J. A. B. FRY is Principal of the High School at Marion and is enjoying a prosperous term.

YADKINVILLE NORMAL SCHOOL is doing good work under the principalship of Mr. Zeno H. Dixon.

MISS LAURA BREEZE says that she is teaching at McCown and "cannot do without THE TEACHER."

THE GRADED SCHOOLS of Raleigh began the fall term on September 29, with about 1,500 pupils enrolled.

MR. JOHN F. BRADLEY'S public school at Crowder's Creek, Gaston County, has sixty-five pupils enrolled.

MR. A. S. CROCKETT is Principal of the Collegiate Institute at LaGrange, N. C. The school is in a flourishing condition.

H. S. LEE who has been teaching in Punta Gorda, Florida, during the last four years, is teaching a private school in Morehead City.

DR. THOS. HUME of the University has been invited to deliver twelve lectures before the National School of Methods at Chicago next year.



MR. J. H. MCCracken is in charge of a good school at Caldwell Institute, Orange County. He is assisted by his wife, Mrs. Lula Woods McCracken, and Miss Mary R. Holeman.

WAKE FOREST COLLEGE began its fall work on September 8, with one hundred and sixty-five students in attendance. The outlook is for a considerable increase over the past year.

GREENSBORO COLLEGE for girls enjoys the most prosperous opening in its history. Dr. Dixon is a zealous worker and the excellent institution is wonderfully successful under his management.

REV. J. M. WHITE, of Apex, N. C., has accepted work in Edgefield, S. C. He becomes Principal of the Edgefield High School, and will serve probably one or two churches in adjoining communities.

MISS ALICE FERRELL (Chowan Baptist Female Institute) of Raleigh is teaching music at Aulander, and her sister, Miss Maggie Ferrell, has taken a school at Belcross. Both these young ladies are excellent teachers.

THE UNIVERSITY is fast regaining its *ante-bellum* popularity and prosperity. Two hundred and eighty-five students are now in attendance, and President Winston is confident that the roll will reach three hundred before the New Year.

JOSE FABIO SANTOS Y TRIGO, a young Cuban boy, came to Raleigh from Havana on September 5, to be educated by Messrs. Morson and Denson in the Raleigh Male Academy. He does not speak, at present, a single word of the American language.

OXFORD SEMINARY for girls has doubled the number of boarders over the attendance of last year. Professor Hobgood, the President, is one of the finest educators in our State and his many friends are greatly pleased to note the success attending his work.

DAVIDSON COLLEGE has opened with a larger attendance than ever before in its history. Hazing has been entirely abolished by the united action of the body of students. Mr. J. E. Brown, Jr., of Charlotte, has been elected Gymnasium Director for the ensuing year.

MESSRS. JOYNER AND PIPPIN have built up a very prosperous school in the Stanhope Male and Female Academy. Their assistants are Misses Bessie and Mary Ford. The past term enrolled one hundred and fifty-six pupils, twenty-eight of them in the music department.

MEBANE FEMALE ACADEMY with Miss Maggie Forrest and Miss Josephine Forrest (University of Nashville) as Principals, and Miss Mamie S. Bingham Instructor in Music, begins its fourth annual session most prosperously—better than ever before. The school now occupies a part of the former Bingham School property—a most desirable location for a girl's school. The Misses Forrest are building up a good school, and making a good record as teachers.

MR. A. P. HARRIS (Wake Forest College) is Principal of Wadeville High School, Montgomery County. The school opens very successfully its fall term in a large and commodious building. Mr. E. D. Harris and Miss Ada Wade are assistant teachers, and near fifty pupils are enrolled.

BELWOOD INSTITUTE, in Cleveland County, is enjoying a prosperous term. Professor J. P. Rogers is Principal, and he is assisted by Miss Mittie Crawford and Mrs. L. J. Hoyle. Miss Crawford writes: "THE NORTH CAROLINA TEACHER was so much help to me last year that I feel that I cannot be a successful teacher without it."

FROM the large increase in the number of pupils who are attending the boarding schools of Raleigh this term it is evident that the boys and girls want to be educated at the Capital. We think this is wise, for it is well known that the capital of any State can offer more peculiar advantages in education than can be found anywhere else in the State.

TRINITY COLLEGE began its fall term in the new buildings at Durham on September 1 with one hundred and fifty students in attendance. The opening was not so encouraging as was expected by the friends of the institution. If the College had been located at Raleigh, as was first intended when a move was in contemplation, there would have been over three hundred students on the roll at the opening.

DR. CHAS. G. HILL, of Baltimore, has offered \$100 for the best essay on North Carolina History by a student of the University. Under the direction of Dr. K. P. Battle, Professor of History, the "University boys" are being aroused to a new enthusiasm in that department and they will prepare fine essays. We hope due prominence will be given to the first American Declaration of Independence, at Charlotte, May 20, 1775, as a few envious Northern writers have endeavored to depreciate the importance of that notable event.

THE STATE NORMAL AND INDUSTRIAL SCHOOL for young women, located at Greensboro, began its first term on October 5, with 176 girls in attendance. This is a fine opening, and it assures the success of the institution. Mr. E. J. Fornéy has been added to the Faculty as teacher of stenography and typewriting. This school was instituted by the State for the special purpose of preparing girls to work who desire to do so, and industrial training will be the most prominent feature of the instruction and will include sewing, dress-making, cooking, house-keeping, reporting and teaching. Its scope of work is therefore very different from that of any other school for girls in the State.

THE Trustees of the State Agricultural and Mechanical College have elected the following new members of the Faculty: Professor B. Irby, now in charge of the famous Cyclometa farm in Southern Georgia, was elected to the chair of Agriculture, made vacant by the resignation of Professor Jos. R. Chamberlain. Professor Irby was formerly Professor

of Agriculture in the Mississippi Agricultural and Mechanical College. Professor Wallace Riddick, of Wake County, was elected to fill the chair of Mathematics and Practical Mechanics, made vacant by the resignation of Professor J. H. Kinealy. Professor Riddick is a graduate of Wake Forest College, University of North Carolina and Lehigh University, Penn. It is gratifying to notice that it is being discovered that Southern men are fully competent to fill the highest educational positions in the South.

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### CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do.  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE.

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At the residence of the bride's father, in Orange County, on the 28th of July, MR. J. H. MCCracken, Principal of Caldwell Institute, and MISS LULA A. WOODS, his assistant teacher, were united in marriage by Rev. J. L. Currie and Rev. J. M. Lowder.

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### IN MEMORIAM.

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"Death hath made no breach  
 In love and sympathy, in hope and trust.  
 No outward sign or sound our ears can reach,  
 But there's an inward, spiritual speech  
 That greets us still, though mortal tongues be dust.  
 It bids us do the work that they laid down—  
 Take up the song where they broke off the strain;  
 So, journeying till we reach the heavenly town,  
 Where are laid up our treasure and our crown,  
 And our lost, loved ones will be found again."

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PROFESSOR ALBERT BAUMANN, Director of Music in Peace Institute, died at his home in Raleigh on September 23, 1892.

Professor BAUMANN was one of the most distinguished and successful music teachers, not only in North Carolina, but in the South, and his pupils are to-day found in every State in this section of the country. He



has for twenty-nine consecutive years been engaged in teaching in this city and in Charlotte, having connected himself with the Female Institute in the latter place in the winter of 1863, while under the charge of Rev. R. Burwell and his son, Capt. John B. Burwell. When these gentlemen took charge of Peace Institute in 1872, he removed to Raleigh, and remained in charge of the musical department of that institution until the day of his death. He died on the twentieth anniversary of the opening of the school, September 23, 1892.

Professor BAUMANN was a German by birth, and came to this country about the year 1857. He was in his 62d year. It is not only, however, as a successful and accomplished teacher of music that Professor BAUMANN'S friends love most to think of him, but as the high-toned Christian gentleman. Many years ago he connected himself with the First Presbyterian Church, and was until the day of his death an earnest, devoted, consecrated member of that church, filling ably and acceptably for twenty years the place of organist, freely giving his time and service in that capacity without any compensation. He was some years ago elected ruling elder in this church, and continued until his death to discharge the duties of this office acceptably to every member of the congregation.

MRS. LULA NORRIS ROGERS, Music teacher in the High School at Apex, died on September 11, 1892, and the school adopted the following resolutions:

WHEREAS, It pleased God September 11, 1892, to take from us our music teacher, Mrs. Dr. J. R. Rogers.

*Resolved 1.* That while we intensely feel the loss and lament the departure of our friend and teacher, we meekly say to Him whom she served, "*Thy will be done.*"

*Resolved 2.* That in her death the village loses a genuine supporter of its social interest, and we a faithful associate and teacher and a sympathizing friend.

*Resolved 3.* That we sympathize with the bereaved in this dark hour of affliction, and pray that our Heavenly Father may make this a blessing to all.

*Resolved 4.* That a copy of these resolutions be sent to the bereaved husband, and to THE NORTH CAROLINA TEACHER for publication, and that we publish the same in our School Journal.

Read and adopted by the school, September 15, 1892.

EDNA HUDSON,  
LOTTIE UTLEY,  
EMMA PARKER,  
*Committee.*

## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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GOVERNESS—What is the future of the verb "To love," Mary? Pupil (after a pause)—To marry, Miss Jones.

JOHNNY, are you teaching that parrot to use naughty words?" "No'm. I'm just telling it what it musn't say."

EQUAL TO THE OCCASION.—"Now, Charlie, have you done well in your examinations?"

"Oh! yes, papa; I have answered all the questions."

"Indeed! And how did you answer them?"

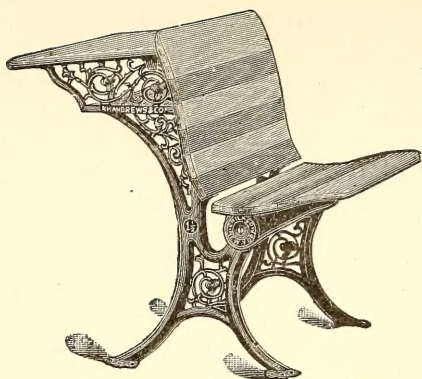
"I answered in the negative."

TWO LITTLE children who were in their first year at school rather surprised their mother one day by the following incident: While Mamie was saying her prayers one night before going to bed, her sister Fanny exclaimed, "Mamie, you don't say that *with any expression at all; you must try again.*"

NEEDED FINISHING.—Caller—"Your daughter is at home now, is she not? I heard she had graduated at the Artistic Literary and Scientific University." Hostess—"She is not at home. She has gone to a finishing school." Caller—"Why, what for?" Hostess—"Oh, to learn how to enter a room, and sit down, and hold a fan, and blush, you know."

A CERTAIN little girl, who is just learning to read short words, takes great interest in the big letters she sees in the newspapers. The other evening, after she had kept her mamma busy reading the advertisements in the newspapers, to her, she knelt down to say her prayers. "Dear Lord," she lisped, "make me pure"—then she hesitated, and went on, with added fervor, a moment later—"make me absolutely pure, like baking powder."

NO FRILLS FOR HIM.—A London journal says that a young man had a younger sister by the name of Jessie, who was sent to a fashionable boarding school. When she went away he expressed the hope that she wouldn't acquire any of the affectations so often learned in such places. For almost a year he had no fault to find on this score. Then came a letter signed "Jessica," instead of Jessie. He replied as follows: "Dear Jessica—Your welcome letter received. Mamica and papica are well. Aunt Maryca and Uncle Georgica started for Glascowica yesterday. I have bought a new horse. You ought to see it. It is a beauty. Its name is Maudica. Your affectionate brother, Samica." The sister's next letter was signed "Jessie."



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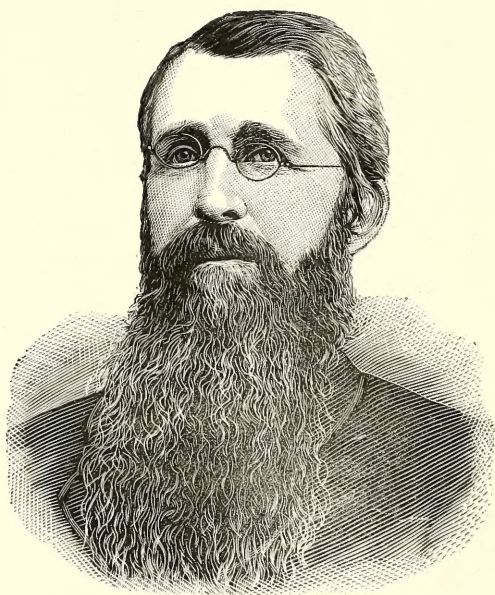
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HON. JOHN C. SCARBOROUGH,  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

# THE NORTH CAROLINA TEACHER.

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VOL. X.      RALEIGH, NOVEMBER, 1892.

NO. 3.

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EUGENE G. HARRELL,      "      "      "      "      Editor.

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## ONLY A TEACHER.

---

BY MISS ALICE JAMES, LITTLETON, COL.

---

Only a teacher—standing here,  
Always on duty, year after year,  
Watching the children as they go  
Up and down, and to and fro—  
Only a teacher.

Only a teacher—with lines of care  
Growing deep in a face once fair,  
In the eyes a weary look of pain  
That comes not once, but comes again—  
Only a teacher.

Only a teacher—with diligent care  
Sowing the seed with an anxious prayer,  
Sowing the seed with sighs and tears,  
But the fruit will be gathered in after years—  
Only a teacher.

Only a teacher—with calm foresight  
Training the plants to grow aright,  
Tending them each with loving care,  
That all their flowers may be more fair—  
Only a teacher.



Only a teacher—Ah! who can know  
The hopes that were thine a few years ago,  
The fond hopes that burned like fire in thy breast,  
That have brought you naught but this vague unrest—  
Only a teacher.

Only a teacher—there's none can know  
The depth of thy heart, its weal or woe,  
If no fond dreams have been thine own  
No one knows. 'Tis only known  
Thou'rt only a teacher.

Only a teacher—let thy life  
Be what it may, there's much of strife  
We know, though all who please  
May tell thy life in words like these:  
Only a teacher.

—*Colorado School Journal.*

---

### THE SOUL'S LANGUAGE.

---

In education there should be the purpose of expression. Any soul is limited that does not give expression to the thought that moves it, either through art, music, literature, or in conversation. To be dumb, to find the world a prison-house, to feel the life within one throb, and yet to be unable to give expression to that thought, that life—this is to but half live.

Child-training, self-training, should be so conducted as to give the soul some medium of expression. By giving that purpose to education it becomes a part of one's life, not a mere tool to earn a living, a varnish to attract, or a selfish enjoyment.

Music that is rendered as the expression of the inner life that is lived with God, moves men to a better life, if only for the moment. Art that arrests thought, literature that gives a sense of companionship, conversation that inspires thought in the listeners, are possible only when education gives freedom of expression.

It is the mastery that triumphs. No half-attainment ever gave complete freedom. No acquirements that are the result of less than a complete love ever sent the song into the heart of a listener, or moved him to bless the speaker as the inspirer of his life's purpose. It is as the soul finds its true medium of expression that it gains freedom and power. Not to find the key that turns its lock is to prove one's self but a careless steward of the jewels intrusted to one's keeping.

God never shackled a soul so that it could not make men conscious of its divine fire if it sought to find its true life. It may be one meant only to light the family circle, it may be a beacon for the world's redemption; each fire was caught from the same spark, and its growth depends on the knowledge that feeds it, the purpose that keeps it alive.—  
*Christian Union.*

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## IN MEMORY OF VIRGINIA DARE.

---

[We take special pleasure and pride in giving to the readers of THE TEACHER the following touching and beautiful address to the people of our State in behalf of a most important and patriotic enterprise for perpetuating the memory of Virginia Dare, and promoting the interests of our beloved State. This enterprise is inaugurated by the noble women of North Carolina, and therefore it has the heartiest and fullest encouragement and co-operation of

every North Carolinian. We hope that each school in the State will organize a "Virginia Dare Association" for the purpose of aiding the "Woman's Committee of World's Fair Managers" for North Carolina.—EDITOR.]

*To the People of North Carolina:*

The World's Fair Columbian Exposition, soon to be held in the city of Chicago, to commemorate the discovery of America by Columbus, has inaugurated a study of history in all the States of the great Republic, under whose auspices this celebration is to be held.

The American sisterhood of States are all honor-crowned, but North Carolina wears a cluster of historic jewels, unrivalled and unique.

At the very gateway of American history she stands, silent, unappreciated, yet immovable, and no one can enter this domain of study without paying homage to Sir Walter Raleigh and his efforts to colonize the coast of Carolina.

Disastrous and tragic, yet were those efforts important links in the chain of development. The clouds of tragedy and mystery which enshroud them give to them unutterable pathos, for they were in truth the pioneer efforts leading on to the greatness of succeeding ages.

Colonization is the connecting link between discovery and development, without which there would have been now no development to celebrate.

Of all the attempts at settlement in the New World those made by the English are the most important to us, because North America became an English-speaking nation. There are many historic facts in connection with this colonization which it behooves us to emphasize in this approaching Exposition.

In North Carolina were made the first English settlements, and the colonists became actual residents.

In North Carolina was built the first fort for protection against the Indians.



In North Carolina the sod of America was first dyed with the blood of English settlers—from the massacre by the Indians of the colonists on Roanoke Island in 1586.

In North Carolina the first attempts at English agriculture were made, when Lane's colony planted English seed for a harvest on Roanoke Island.

In North Carolina, August 18, 1587, was born the first white child ever born in America of English-speaking parents.

In North Carolina, during the same month of August, 1587, the first Christian sacrament in America was administered in the baptism of Manteo, adult, and Virginia Dare, infant, on Roanoke Island. This is of special interest to Christians.

The mystery of the ages, the disappearance and fate of Governor White's colony, also occurred in North Carolina. Tragic, and seemingly fruitless, yet these events led directly to the more fortunate colonization of Virginia, and on to all the subsequent greatness of the United States. Posterity cannot ignore the sturdy courage and sad fate of those pioneer colonists who broke down the first barriers for an approaching civilization.

Nor did the record of North Carolina decline as years passed on. Staunch and true she was found, in 1775, leading in a Declaration of Independence and promptly joining in the effort which made America free.

In North Carolina was really fought the first battle of the Revolution, and throughout that war her sons made a record for courage and fidelity second to none.

All these facts have impelled the women of North Carolina to organize the Virginia Dare Memorial Association, with the object of bringing prominently before the world, at the Columbian Exposition, the historic record and the grand material resources of the State, with a view to increasing her fame and prosperity.

They propose to accomplish this:

1. By erecting at Chicago a building to be known as the North Carolina Building, to be used by the Board of World's Fair Managers of North Carolina during the Exposition for the benefit of the people of the State and the advancement of the interests of the State at the Exposition.

In this building can be emphasized many things of special interest which otherwise could not be placed before the world. It will furnish a place of rendezvous for North Carolinians in Chicago—those now residing in the State and those who have made their homes elsewhere, yet would like to gather again with old friends under the home roof.

It will advance the interests of our State exhibit, and furnish incontrovertible testimony to the patriotism of our people.

2. We can bring our State into prominence by striving to have August the eighteenth (18th) appointed for North Carolina day at the Exposition, because on that day Virginia Dare was born. The fact that she was the first *native white American*, and the first to receive a Christian baptism, makes that a day which Christianized Americans should honor.

That this first American was a *girl* makes it more appropriate that her sisters of the Old North State, born in brighter times and to happier fates, should pay this tribute to one whose name is forever linked with their history. This fact also makes it proper that the women of North Carolina should take the lead in commemorating the fact that it is woman's magic influence which has dowered America with so many blessings and made it a land where womanhood receives its crown.

First a woman's (Isabella) generosity enabled Columbus, after years of discouragement, to find the pathway to America.

It was a woman (Elizabeth) who gave to Sir Walter Raleigh the letters patent for discoveries which led to the ultimate colonization of America.



The first white child born in America was *a girl*, and although lost in the mists of uncertainty, do not her birth and baptism mark America as the future land of Christian women?

It was a woman (Pocahontas) who saved the life of Captain John Smith, and afterwards of the whole Virginia colony, and thus assured the safety and permanence of the Jamestown settlement.

Now, as then, women continue to work to bring blessings to this land, and in every State they are working with head, and hand, and heart, to place their respective States in positions of honor at this Exposition.

Our women are never behind in any good work, and as the State has failed to provide for our proper representation at Chicago, they are making a combined effort to place North Carolina in line. Through the Virginia Dare Memorial Association they appeal to all to help this good cause.

After the close of the Exposition, when the building shall have accomplished its purposes of serving the people and advancing the interests of the exhibit, it will be the property of the Virginia Dare Memorial Association, to be, by that Association, converted into some permanent memorial of Virginia Dare *in the State*—this memorial to be of lasting benefit to the women of the State, and its nature to be decided by the Association.

Every person who takes stock in this Association becomes a member of it and helps forward its various good objects as herein stated. Let North Carolinians rally to the Virginia Dare Memorial Association, organized for the best interests of the State we all love.

The Old North State, *now* and *forever*, because *now* is the golden hour of unprecedented opportunity when we may clothe her in such shining garments that the after glory will envelope her *forever*.

MRS. FLORENCE P. TUCKER, *President*.

MRS. SALLIE S. COTTEN, *Secretary*.



## REFORM SPELLING.

The advocates of a reform in spelling have generally been so extreme and revolutionary that they have not received popular support. The following demands are so moderate and sensible that we give them to our readers as likely to be granted at no distant day:

“American and English spellings are the worst in the world. Millions of dollars are wasted each year in the writing and printing of useless letters. The education of our children is retarded and the progress of our people is hampered by our cumbrous, illogical, misleading orthography. The scholarship of the world is almost a unit in demanding a change. The American Philological Association has recommended the following rules for new spellings, and a resolution has been introduced in Congress instructing the Public Printer to conform to them in all printing for the Government:

1. Drop *ue* at the end of words like *dialogue*, *catalogue*, etc., where the preceding vowel is short. Thus spell *demagog*, *epilog*, *synagog*, etc.

2. Drop final *e* in such words as *definite*, *infinite*, *favorite*, etc., where the preceding vowel is short. Thus spell *opposit*, *preterit*, *hypocrit*, *requisit*, etc.

3. Drop final *te* in words like *quartette*, *coquette*, *cigarette*, etc. Thus spell *cigaret*, *roset*, *epaulet*, *vedet*, *gazel*, etc.

4. Drop final *me* in words like *programme*. Thus spell *program*, *oriflam*, *gram*, etc.

5. Change *ph* to *f* in words like *phantom*, *telegraph*, *phase*, etc. Thus spell *alfabet*, *paragraf*, *filosofy*, *fonetic*, *fotograf*, etc.

6. Substitute *e* for the diphthongs *æ* and *œ* when they have the sound of that letter. Thus spell *eolian*, *esthetic*, *diarrhea*, *subpena*, *esofagus*, etc.

DR. HART REPLIES TO THE TEACHER.

---

[We, with pleasure, give our readers the following communication from Dr. Hart, of Harvard College, in reply to our strictures in September number upon the views reported to be held by Dr. Hart concerning some important North Carolina historical events. The article by Dr. Hart upon the Southern people, recently published in *The Nation*, and the statement made at Morehead City this summer in the Teachers' Assembly by a speaker that Dr. Hart did not accept the Mecklenburg Declaration of Independence as authentic, have not gained for this distinguished scholar a good reputation in the South as a fair and accurate historian. We have no comments to make upon the letter.—EDITOR.]

CAMBRIDGE, MASS., October 18, 1892.

*To the Editor of the North Carolina Teacher:*

SIR:—An unknown correspondent from Murphy, North Carolina, whose zeal is more commendable than his spelling, sends me a copy of your issue for September, in which you are pleased to express disapproval of my teaching of American history.

Although I have been glad to think that I have many friends in North Carolina, I was not aware that my influence, either for good or evil, was so extended as your article suggests. Nor can I conceive how the pernicious teachings of Harvard College can have so widely spread, since I cannot, at this moment, recall among the Southern students of history in the University, in whom I have been interested, one from North Carolina. Several sons of that excellent State have distinguished themselves here, but all in other fields.

Should any students present themselves for instruction in American history I shall not teach them that the "Meck-

lenburg Declaration of Independence" is a myth, because I believe that there was some vote in May, 1775. But I certainly shall urge them to attack no person, however obscure, without knowing his views; and to listen to friendly criticism on their State and its history, without personal recrimination.

Very truly yours,

ALBERT BUSHNELL HART.

---

[FOR THE NORTH CAROLINA TEACHER.]

### THE STREAM.

---

BY MITTIE M. ELLIS, RALEIGH, N. C.

---

Brightly dancing, slyly glancing,  
Over rocks and roots of trees;  
Sparkling, darkling, flowers refreshing,  
Rippling gently to the seas—  
Happy stream!

Flowers are bending, birds descending,  
Dipping beaks in thy clear flow;  
Tilting, jilting, tumbling, gurgling,  
Where the summer breezes blow—  
Joyous stream!

Run on stream, run on forever,  
Gladdening little children's hearts,  
Refreshing cattle, sleek and rounded,  
Where the sunshine streams and darts—  
Welcome stream!

When the day is closing round us,  
And the birds have ceased their song,  
We, like they, grow tired and weary,  
But the stream still leaps along—  
Ceaseless stream!



## IN THE SCHOOL-ROOM.

---

### LEARN TO BE SHORT.

---

Long visits, long stories, long exhortations and long prayers seldom profit those who have to do with them. Life is short. Time is short. Moments are precious. Learn to condense, abridge and intensify. We can endure many an ache and ill if it is soon over, while even pleasure grows insipid, and pain intolerable, if they are protracted beyond the limits of reason and convenience.

Learn to be short. Lop off branches; stick to the main facts in your case. If you pray, ask for what you would receive, and get through; if you speak, tell your message, and hold your peace; boil down two words into one, and three into two. Always learn to be short.

---

### HOW HE GOT "UP AHEAD."

---

Excellence is after all a matter of comparison. A boy of six years, who attends a private school, where prizes are given on all sorts of provocation, but who as yet had never earned a prize, came home one afternoon and exhibited proudly one of these rewards of merit.

"Good!" said his mother, "but how did you get it?"

"I was first in natural history," said the boy.

"Natural history, at your age! How did it happen?"

"Oh, they asked me how many legs a horse had."

"And what did you say?"

"I said five."

"But a horse hasn't five legs, child!"

"I know it, but all the other fellows said six."

CHERISH YOUR GIRLHOOD.

---

Dear girls, don't be so often wishing you were grown up women that you will neglect your girlhood. In the rush and hurry of these fast times there is danger that you will reach and strain after "young ladyhood" too much.

Be girls a while yet; tender, joyous, loving, obedient and industrious. Womanhood, with its privileges and power, its burdens and its trials, will come soon enough. On this point one has said:

"Wait patiently, my children, through the whole limit of your girlhood. Go not after womanhood; let it come to you. Keep out of public view. Cultivate refinement and modesty. The cares and responsibilities of life will come soon enough. When they come, you will meet them, I trust, as true women should. But oh, be not so unwise as to throw away your girlhood. Rob not yourself of this beautiful season, which, wisely spent, will brighten all your future life."—*Exchange*.

---

THE CAROLINA GIRLS.

---

BY GEORGE H. THROOP.

---

[FOR RECITATION.]

Where Albemarle's blue waters  
Play in the summer breeze;  
And Pamlico bears on its breast  
The waves of the seas;  
Where, from a thousand happy roofs,  
The smoke of lightwood curls,  
The houses are all haunted there  
By Carolina girls!

This broad, fair land of plenty  
Slopes gently to the sea;  
A land of open hearts and homes,  
The country of the free;  
But he who lands upon its shores,  
O'er which the sea-foam whirls,  
Finds witches there in every house—  
The Carolina girls!

To him who "pops the question"  
They're sure to answer, "No!"  
He pays his debts, and makes his will—  
Gets all prepared to go;  
They'll drive him mad with freezing words,  
Shake scornfully their curls,—  
But ere he dies, perhaps, say "Yes!"  
The Carolina girls.

Let sickness, care or sorrow  
Becloud the aching brow,  
The maiden, once so coy and cold,  
Is like a bright star now.  
In noisy glee, or laughing scorn,  
The lip no longer curls,—  
They're friends in need, and friends indeed,  
The Carolina girls!

---

A DISTINGUISHED foreigner who, after he had successfully tortured himself into the inscrutable vagaries of our mother tongue, said: "When I discovered that when I was quick I was fast, if I stood firm I was fast, if I spent freely I was fast, and that not to eat was fast, I was discouraged; but when I came across the sentence, 'The first one won one one dollar prize,' I was tempted to give up English and learn some other language."



FREEZING WITHOUT ICE.

---

It is not always convenient to obtain ice when it is needed, particularly in warm climates, and at our request Mr. Geo. R. Jarman, Chemist, of Raleigh, has kindly furnished us a formula for easily preparing a mixture that will always, and in a very few moments, produce all the desirable effects of ice. Teachers will find this information very valuable as the foundation of a number of pleasing experiments in chemistry for their pupils.

This is a freezing preparation, without ice or acids. It is easy of use, not corrosive in its properties, and capable of being used at any time, at a minute's notice; is easy of transport, being in a solid form, and, moreover, moderate in its cost.

It consists of two powders, the first of which is composed of one part, by weight, of muriate of ammonia, or sal ammoniac powder, and intimately mixed with two parts by weight of nitrate of potash, or saltpetre. But this mixture, used alone, cannot be regarded as a freezing one, although very efficient in cooling. The other powder is formed simply of the best soda, crushed in a mortar, or by passing through a mill.

The two powders so prepared must be kept separately in closely covered vessels, and in as cool a place as possible; for if the crushed soda is exposed to the air it loses the water it contains and is considerably weakened in power; and if the other mixture is exposed it attracts moisture from the air and dissolves in it, becoming useless.

To use the mixture, take an equal bulk of the two powders, mix them together by stirring, and *immediately* introduce them into the ice-pail, or vessel in which they are to be dissolved, and pour on as much water, the coldest that can be obtained, as is sufficient to dissolve them. If a pint

measure of each of the powders are used, they will require a pint of water to dissolve them; more water than is necessary should not be used, as in that case the additional water is cooled instead of the substance that it is wished to freeze. Less than a pint of each powder will be found sufficient to ice two bottles of milk, one after the other, in the hottest of weather, if a tub is used of such size and shape as to prevent the waste of materials.

As sal ammoniac is somewhat expensive, it is better to use the crude muriate of ammonia, which is the same substance, but before it has been purified by sublimation. This is not usually kept by druggists, but may be readily obtained from any of the artificial fertilizer dealers, at a very moderate price; and its purity may be readily tested by placing a portion of it on a red-hot iron, when it should fly off in a vapor, leaving scarcely any residue.

Especially in the sick-room is this preparation preferable to the use of ice, and by using an oil silk or thin rubber bag as a receptacle for the mixture, and applying to the head, it produces a most refreshing sensation of cold, with a noticeable absence of that sharp, biting sensation produced by the use of ice.

---

### THE BASHFUL YOUNG MAN.

---

He has come to make his first call, and he is so overwhelmed with the fear that he will not do what is right that it depends on you, his hostess, to make him comfortable.

Don't take any notice of the little mistakes he makes. If he comes in the parlor with his overcoat on let him take it off and put it where he pleases, but you ignore its existence. When he sees that other men have taken theirs off

in the hall he will know what to do next time. If he drops his handkerchief or the album that he is looking over, or seems to sink into contemplation of his hands and feet, you talk on just as merrily as possible, and try your best to find out what he is interested in and what he can talk about.

It may be pictures, or it may be pig iron, but whatever it is when you do find out what he really has at heart, he will talk well about it, and you will discover that the outer veneer of bashfulness only covered an awkward boy and not a stupid one.

Have patience with him, and never permit yourself to be rude enough to laugh at him. You can make a friend of him by being a gracious hostess, and friends, my dear girl, real friends, are not so plentiful, and it is never wise to throw aside the chance of making one. And, if you can make a friend of the bashful man, be sure he will remain one.

---

### HINTS TO TRAVELERS.

---

Be on time; trains and boats wait for no one.

Read your ticket carefully, it may be your guide.

Know your route before you commence your journey.

Have as much money as possible but keep little of it in sight.

Keep your eyes and ears open. Guard against pick-pockets.

Avoid useless questions and others will usually be answered politely.

If you have several parcels put them all into one strap. They are easier to carry.

If you have not your ticket ready to show at the gate don't get frustrated. Slip aside and look for it calmly—it saves time.



THE NAUGHTY LITTLE GIRL.

---

She is cunning, she is tricky,  
I am greatly grieved to tell,  
And her hands are always sticky  
With chocolate caramel;  
Her dolly's battered features  
Tell of many a frantic hurl.  
She's the terror of her teachers,  
That naughty little girl.

She dotes upon bananas,  
And she smears then on my knees,  
And she peppers my Havanas,  
And she laughs to hear me sneeze;  
And she steals into my study,  
And she turns my books awhirl,  
And her boots are always muddy—  
That naughty little girl.

When she looks as she were dreaming  
Of the angels in the air,  
I know she's only scheming  
How to slyly pull my hair;  
Yet—why, I can't discover—  
Spite of every tangled curl  
She's a darling and I love her—  
That naughty little girl!

—*Selected.*

---

IF TRAVELING with a party, don't be continually complaining of being tired or sick. Grunting and groaning disgusts your friends.

## RULES FOR USING BOOKS.

---

Never hold a book near a fire

Never drop a book upon the floor.

Never turn leaves with the thumb.

Never lean or rest upon an open book.

Never turn down the corners of leaves.

Never lay a book down upon its open face.

Never touch a book with damp or soiled hands.

Always keep your place with a thin book-mark.

Always turn leaves from the top with the middle or fore-finger.

Always open a large book from the middle, and never from the ends or cover.

Never open a book farther than to bring both sides of the cover into the same plane.

Never cut the leaves of a book or magazine with a sharp knife, as the edge is sure to run into the print, nor with the finger, but with a paper-cutter or ordinary table-knife.

Never hold a small book with the thumb pressed into the binding at the lower back, but hold it with the thumb and little finger upon the leaves and three fingers upon the back.

---

PROOF-READING.

---

Proof-reading requires a quick eye and a ready mind. The following suggestions show some of the ways in which proof-sheets may be used:

The teacher should obtain from a printing or newspaper office in town a good number of "proofs" as they appear before corrections have been made. A number of the same "galley" or subject for class use, and also a variety for the

whole school, should be obtained. Any office will willingly furnish them free, or for a small compensation.

The following suggestions as to the uses which can be made of these proofs are given:

*First.*—The different kinds and sizes of type. What is the name of the type used in this proof? Other names of type? How is type made? Kind of metal? etc.

*Second.*—Method of taking proofs or printed impressions from the type. For this purpose a "galley" could be brought into the school-room, and proofs taken by the teacher, or a printer.

*Third.*—The examination of the proof for any typographical or other errors which appear. This should call forth the closest scrutiny, and lead to a habit of observation of minute mistakes and differences. Where the same proof is used, the whole school should be allowed to detect errors. These would naturally include orthography (mistakes in spelling), use of capitals, punctuation, etc.

The grammar and reading classes could often use uniform proofs with great profit, and teachers can supplement this exercise with much practical knowledge and instruction.—

*School-room Games and Exercises.*

## ENGLISH MIXED, SENTIMENT ALL RIGHT.

A German who went to Chicago a few months ago, wrote the other day to a friend in the old country, saying:

MEIN FRIEND.—Oxkoose me dat I wride you in Engliche. Ich kan nicht more Deutsche schriben, neider sprechen. Ich habe so long bei dat Americke ben standen Ich hab das Deutsche fergessen. You shall come once on dis kondry bei der Vorlt's fair, und Ich bet mit you more as zwei tollar unt halp you vill not kome any more by das Deutscheland alretty. Das ist shane platz fer der Deutscher mon, unt ven kompt yetz der Vorlt's Fair Ich vill a salloon verkoufen unt fiel geld germacht, weisen se. You shoulth wride by me on der bostmeister fon das Vort's Fair cidy unt das been alle recht for shoor.

So long vat I lif I haf ben

Yours drooly,

HANS GROBLEMEISTER.



## I MEANT TO.

“I did not rise at the breakfast bell,  
But was so sleepy — I can’t tell —

I meant to.

“The wood’s not carried in, I know;  
But there’s the school-bell, I must go —

I meant to.

“My lessons I forgot to write,  
But nuts and raisins were so nice —

I meant to.

“I forgot to walk on tiptoe;  
O how the baby cries! O! O!

I meant to.

“There, I forgot to shut the gate,  
And put away my book and slate —

I meant to.

“The cattle trampled down the corn,  
My slate is broken, my book is torn —

I meant to.”

Thus drawls poor idle Jimmy Hite,  
From morn till noon, from noon till night:

“I meant to.”

And when he grows to be a man,  
He heedlessly mars every plan  
With that poor plea,

“I meant to.”

—*Home and School Visitor.*

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ARE YOU making preparations for a nice entertainment during the Christmas holidays? Do not delay until you find that you haven’t time to do the work.

## HON. JOHN C. SCARBOROUGH,

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, ELECTED NOVEMBER 8, 1892.

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We take special pleasure in presenting to the teachers of North Carolina, with this number of *THE TEACHER*, a handsome portrait of our new State Superintendent of Public Instruction, with a brief sketch of his life. To most of the regular teachers in the State Mr. Scarborough is already well known and highly esteemed, he having most acceptably served the State for two previous terms in the same office to which he has just been elected.

HON. JOHN C. SCARBOROUGH is a native of Wake County, North Carolina, where he was born September 22, 1841. He was reared on a farm and had the training of the average farmer's boy, going to school one year and working the next, or in the spring and summer months and going to school in the fall and winter.

The schools of the neighborhood were usually taught by men qualified to teach the public schools according to the standard fixed for the public-school teachers during the years of his boyhood and early manhood. When the public fund was "taught out," the school was usually continued for several months as a "subscription school." In these schools young Scarborough received such training as they afforded.

In the year 1859 the people of the community built and furnished what was known as the "Buffalo Academy." For this school men of larger educational advantages and broader culture were employed as teachers, and in this school Mr. Scarborough, during the years of 1859 and 1860, received a good preparatory education.

He was attending school at this Academy when the War

for Southern Independence began. He consulted his father as to his duty, severed his connection with student life at the Academy and came to Raleigh and enlisted as a private soldier in the "Raleigh Rifles," on April 16, 1861. His company was assigned to the Fourth Regiment North Carolina Volunteers, under command of Col. Junius Daniel, afterward known as the Fourteenth Regiment North Carolina Troops. For two years he remained in that command, and on January 1, 1863, at his request, he was transferred to Company "I," First Regiment North Carolina Troops, commanded by Col. Montford S. Stokes, with which command he continued until the close of the war, surrendering at Appomattox. He was engaged in a large number of important battles, was captured at Cedar Creek, and severely wounded at Sharpsburg. As soon as he recovered from his wound he at once reported to his command for duty. He returned home when the Confederate flag was furled, and went to work on his father's farm to aid in the support of the family.

In January, 1866, he determined to pursue a course of study at college and entered Wake Forest College, from which institution he was graduated in June, 1869, receiving the A. B. degree. The following fall he accepted a position as tutor in the College and remained in the position for two years.

In August, 1871, he established an Academy at Selma, in Johnston County, North Carolina, and successfully conducted it until the summer of 1876, when he was nominated by the State Democratic Convention for the position of State Superintendent of Public Instruction, and was elected in the following November. In 1880 he was re-nominated and elected for a second term, thus serving for eight years.

On the election and inauguration of his successor, Hon. S. M. Finger, he retired from public life and resided on his farm in Johnston County until February, 1888, when he accepted a position as teacher in the Thomasville



Female College, teaching there until March 4, 1889, when Gov. Fowle appointed him Commissioner of Labor Statistics for North Carolina, which position he has occupied until the present.

On the 19th of May, 1892, the State Democratic Convention, sitting in Raleigh, nominated him to be the Democratic candidate for State Superintendent of Public Instruction for the term beginning January, 1893, to which position he was elected on the 8th of November to serve four years.

Mr. Scarborough is an able educator in whose character is a rare combination of elements—energy, progress and conservatism. His former administrations were marked by an unusual activity in all educational matters throughout North Carolina. The Normal Schools were in full vigor and were doing their best work, creating in teachers an ambition to attain greater efficiency and leading them into new fields of work and usefulness. It was during the close of his second term of service that the great North Carolina Teachers' Assembly was organized, which has ever since been of the highest possible practical and permanent benefit to the teachers and to every school interest in the State. He is a zealous, faithful and conscientious worker, striving in every consistent and lawful manner to provide for a good four-months' public school each year in every school district, as is in accordance with the provisions of the Constitution of our State.

In consideration of the very gratifying condition and encouraging outlook of educational affairs now existing in North Carolina, we confidently expect still greater prosperity and improvement under the wise administration of Mr. Scarborough, and we feel quite sure of no disappointment. We extend to him the heartiest support of THE NORTH CAROLINA TEACHER and bespeak for him the most cordial sympathy and co-operation in his work from every teacher and friend of education in our State.

# EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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## SOMETHING ABOUT THE WORLD’S FAIR.

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It was the privilege and pleasure of the editor, as a member of Governor Holt’s military staff, to spend a week in Chicago during the Dedicatory Ceremonies of the World’s Fair, and the celebration of the quattro-centennial of the Discovery of America by Columbus. No person can conceive of the magnitude of the coming Exposition who has not stood on the grounds, and gazed with wonder and admiration upon that vast collection of immense buildings, lovely lakes, towering statues, playing fountains, and glittering domes, which are to be a part of that great exposition. We visited the imposing Hotel Harvey, which is to be the home of our teachers’ party during the visit to the Exposition next year, and we were extremely satisfied with all the arrangements for our convenience and comfort. It is our intention to take a party of five hundred persons to Chicago on August 14th, 1893, so that we may be present on “North Carolina Day,” August 18th. The trip will occupy twelve days, which will give a full week in Chicago, and the total actual necessary expense will not be over \$35. This amount will pay for railroad fare, board and lodging in Chicago, and four admissions

to the Exposition, but it does not include meals along the route, nor the luxuries of sleeping-car berths. It is expected that those who desire to see the greatest Exposition of this century for the least expense, will provide sufficient lunch for the railroad trip each way. The \$35 will pay the same expenses for which the various "Exposition agencies" charge from \$65 to \$75. We have no financial interest whatever in the trip, only desiring that we may help our North Carolina teachers to visit the World's Fair in comfort for the least possible expense. Our first select party of five hundred is nearly made up in full, and the second party will leave about August 26th. THE TEACHERS' parties are not in any sense *excursions*, for only a limited number of persons are admitted, and each person must be well known, properly vouched for and well recommended, and preference is always given to actual teachers. Our parties will be, as usual, well chaperoned, and no young ladies need hesitate for even a moment to join any party under the auspices of THE NORTH CAROLINA TEACHER.

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### A SHORT TALK ABOUT "SHORT-HAND."

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The demand for stenographers and typists as reporters and clerks, is so rapidly increasing that this branch of study will soon become a necessary course in every high school, college or academy. Many educational institutions now make a pretense of teaching the art of short-hand, but the work is so poorly done that not one pupil in five hundred learns enough to make even a fourth-rate reporter or amanuensis. It is well known that a knowledge of short-hand and typewriting is the assurance of a good situation to any boy or girl, but it must include the ability to take dictation from eighty to one hundred words a minute,



read notes easily and correctly, spell accurately and make a neat and true copy on the typewriter. Anything short of this is simply a smattering of the art, and is useless for practical purposes; and yet many schools are "graduating" short-hand pupils who are simply smatterers, and of no use whatever as secretaries or reporters. In fact, there are many so-called short-hand "professors" who are no better than their "smattering" pupils. The boy or girl who studies short-hand with any other view or intention than to be *thorough* in the art is only wasting valuable time, that might be applied to almost any other pursuit with more profit. The usual work of the peripatetic or tramp so-called "Professor of Short-hand" is absolutely worse than nothing, and generally has but one result: that of disgusting and discouraging the would-be student of stenography for all time. We want to give one general rule to all boys and girls who desire to become stenographers: do not study the subject under any teacher who is not an expert in stenography and typewriting in all its branches, for no teacher can inspire a pupil to reach a condition of skill to which the teacher is incompetent or too lazy to attain.

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LET us hear from you and your work. Also let us have all the educational news of your section.

WE will give ten dollars in gold for the best paper setting forth the reasons why so many teachers will not read educational books, or attend the county teachers' meetings.

MOST of the principal schools of North Carolina held interesting and appropriate exercises on Columbus and Walter Raleigh centennial day, October 21, and the occasions were greatly enjoyed by the schools and their friends.

ACCORDING to promise, we have entered upon our subscription books, the names of twenty teachers who have agreed to read at least three educational books during the coming year, and THE NORTH CAROLINA TEACHER will be sent to them during that time, with the compliments of the editor.

It is especially gratifying to us to look over our subscription books and find, in addition to the large list of actual teachers, four hundred and forty-seven subscribers who are not teachers, or in any way connected with educational work in North Carolina. This shows an interest on the part of the public in school matters, which is very beneficial to the cause of education.

THE following pupils spelled correctly all the test words given in October number of THE TEACHER, and we enter their names for a year's subscription: MELISSIE WILKINS and EDIE THOMAS, of Mr. W. A. Eubanks' school, at Beulaville; G. A. PADGETT, O. M. PADGETT, ETHEL JACKSON, CLAUD YOUNG and A. G. BLANTON, of Mr. Tracy Hicks' school, at Forest City.

THE "North Carolina Spelling-Book" is rapidly finding its way, both into the public and the private schools. All teachers who are using the book are in love with it, and every day many testimonials as to its rare merits are received by the publishers. Over fifty per cent. of the county superintendents of the State have most heartily endorsed the "North Carolina Spelling Book" as the very best speller for our pupils.

Now is the time to begin to prepare for your Christmas entertainments. A large amount of new material for Christmas celebrations has already been published for this season, and Messrs. Alfred Williams & Co. will send you a special circular of cantatas, recitations, music and exercises for Christmas upon application. Do not let the

happy season pass without some kind of a celebration for your pupils and patrons.

Now that all the centennial celebrations are over, teachers will turn their attention to the festivities of Christmas. This has been, in many respects, a good year with our people, and we can enter into the Christmas celebration with great pleasure and zest. There ought to be some kind of public entertainment given by every school, and there is an abundance of material for such occasions and ample time to prepare it.

THE prizes of five dollars in gold offered to the first two pupils who would correctly spell the four hundred and twenty-six "practice words" in the "North Carolina Spelling Book," were won by NANNIE KIRKLAND, of Miss Josephine Forest's school, at Mebane, and HELEN PRIMROSE, of Mrs. James Williamson's room, in the Raleigh Graded School. We congratulate our little friends and their teachers on their success.

THE President of the United States has, as usual, appointed a day of special thanksgiving—November 24. There are many things pertaining to the safety and welfare of our country that we enjoy, and for which we are profoundly grateful, but the cause for which our greatest thanks should be offered is the fact that the presidential campaign and election is ended, and our country is to be spared that plague for four years more—for which blessing Heaven be devoutly praised!

THE beautiful State flag of North Carolina is now becoming a familiar object to the school children, and this is a most gratifying condition. The number of school-rooms that are displaying our State colors is daily increasing, and, of course the spirit of State pride and patriotism is growing, as a natural consequence. May the time soon come when every North Carolina school, from the smallest



home-school to the university, will fly the State flag every working day during the school year.

THE publishers of the "North Carolina Spelling-Book" receive every day additional letters of congratulation from teachers upon the excellence and value of the book. There are fewer errors in the book than in the first edition of nine-tenths of the books published, and it is ordered not only in North Carolina, but also by teachers in Virginia, Tennessee, South Carolina, Georgia, Florida and Alabama. Orders have been received also from Cuba and China. The second edition is now in press, and will be ready in a few days.

THE TEACHER has long ago declared war against the modern, senseless mania for abbreviations. Such a sin against our language is bad enough in the secular press, but it is unpardonable in a teacher or an educational journal. Do not abbreviate. It destroys the force of your writing or conversation. Besides, the printer charges you no more for putting in type "Young Men's Christian Association" than he does to set "Y. M. C. A.," and, it is nothing but pure laziness that makes a writer or speaker mention any society simply by its initial letters. When we hear a man or woman say "Y. M. C. A.," "A & M. College," "Y. P. S. C. E.," "N. E. A.," "S. E. A." and "N. C. T. A.," we feel sorry for that person from the fact that he must breathe to live, and such an "abbreviator" of our language is really too lazy to take a long breath when the pure air is entirely free. If you are an editor and have not time to give the names of organizations in full, instead of mentioning them simply as a confusion of initial letters, you ought to resign at once, for your usefulness stands at the minimum in the scale of human life.

THE *Educational News* (Philadelphia), one of the best educational journals in America, does not agree with THE

TEACHER in its position concerning the relation of the so-called *National* Educational Association to Southern schools and teachers. We will not discuss the question with our esteemed cotemporary, but only say that the National Educational Association, as a body, seeks to establish social equality among the Caucasian and Negro races, and that forever removes the organization from the sympathy, co-operation and support of Southern teachers. However, as the Association is Northern instead of National, the South will not criticise its course, but her teachers will simply assemble in the Southern Educational Association where all the work is congenial to our political and social customs and opinions. Our friend of the *News* is certainly fair and reasonable in his views, and it is only to be regretted that his liberal principles do not govern the National Association. It is true that the National occasionally selects an officer or committee-man from the South for special reasons, but the action always brings from the Northern leaders the cry of "corruption" and "ringism."

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### ABOUT OUR TEACHERS AND SCHOOLS.

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MR. ROBERT L. DURHAM is teaching at Morganton.

MISS MINNIE J. ROGERS has a good school at Satterwhite.

MR. W. D. ALLEN has a school at Star, Montgomery County.

MISS LOULA HENDON has a good private school at Chapel Hill.

MISS MAMIE McMILLAN is teaching at Smith's, Stokes County.

MISS RUBY TROGDEN is teaching at Douglas, and has a good school.

MISS LIZZIE MALLOY has a good school at McNatt's, Robeson County.

MR. W. H. CROWDER is principal of Farmer's Academy, and has a full school.

MISS CLIFFIE CHILDRESS, of Howardsville, Va., is teaching in Onslow County.

MISS SALLIE NOWLIN is principal of the Fallston School, Cleveland County.

MISS LILLA B. REECE, of Sigma, has removed to Elkin to take charge of a school.

MISS EFFIE C. MORRISON has taken charge of a school at Hill's Store, Randolph County.

MR. LEE L. HARGROVE, of Greene County, is principal of a fine school at Franklin, Georgia.

MR. A. F. SHARPE is in charge of the High School at Hiddenite, and the school is prospering.

GLOBE ACADEMY is in good condition under the management of Mr. T. C. Buchanan, principal.

MR. A. T. HORD is principal of Hamburg Normal High School at Glenville, Jackson County.

MISS C. C. LILLY has a school at Allenton Ferry, and it is enjoying the general prosperity of the schools of the State.

THE NORMAL AND INDUSTRIAL SCHOOL FOR YOUNG WOMEN at Greensboro has one hundred and ninety-five students.

MR. R. E. WARE, of Shelby, is principal of the Reidsville Graded School, and his work is both pleasant and successful.

MISS LAURA MOORE, who taught for the past year in Dillon, S. C., is at her home in Kenansville assisting Mr. R. W. Millard.

MISS GERTRUDE W. BAGLEY, who has been teaching at Vandemere, is now taking a course in the Normal and Industrial College.

MR. G. B. BURROUGHS is teaching at Eagle Springs, and his first duty was performed in subscribing for THE NORTH CAROLINA TEACHER.

MR. THOS. M. HUFHAM is president of Mars Hill College in Western North Carolina. It is a co-educational institution and is prospering.

MISS IDA G. GRISSOM, of Kittrell, is now teaching at Woodworth for the winter. She is one of THE NORTH CAROLINA TEACHER'S best friends.

MRS. B. LANNEAU, who has taught in Fayetteville Graded School since its organization in 1878, will make her home with her sister in Florida.

MR. W. H. CLENDENNIN has a fine school at Plainview with over seventy pupils enrolled. Misses B. C. McCanless and Kate Buie are his assistants.

MISS SALLIE SHAW, of Robeson County, has taken a school at Castle Hayne, New Hanover County. She says "I enjoy reading THE TEACHER ever so much."

REV. MR. BUCKNER, of Buffalo, N. Y., and late Superintendent of the Schools of that city, is the new Superintendent of the Fayetteville Graded School.



REV. R. W. TOWNSEND, Fallston, N. C., would like to secure a school where a first-class teacher is wanted to build up a good school in which all the usual branches are taught.

MR. W. H. POPE has been in charge of Selma Academy for several terms, and the school is prospering in his hands. It opens this fall with larger attendance than ever before.

MISS MARY CANNADY has a fine school at South Lowell, and writes "I like THE NORTH CAROLINA TEACHER better than any other school journal that I have ever seen or read."

MR. A. H. FOUST is principal of a school at Dellaplane, Wilkes County, and he writes that he "would not be without THE NORTH CAROLINA TEACHER for four times its cost." Thank you.

MR. S. A. CHAMBERS is principal of Waynesville High School and Normal Institute, and Mr. G. W. Pruett is assistant. The school prepares students for the Sophomore class in any college.

REV. J. M. WHITE, of North Carolina, has taken charge of the Graded School at Edgefield, S. C. We congratulate our South Carolina friends upon capturing one of North Carolina's best teachers.

THE NORMAL AND COLLEGIATE INSTITUTE for young women at Asheville is a new school of considerable merit. Rev. Thomas Lawrence is president, and he has an excellent Faculty of teachers.

MISS LIZZIE ARNOLD has a very interesting private school at Morris Chapel Academy, Moore County, and she writes, "I could not get along at all without THE TEACHER." Thirty-five pupils are enrolled in her school.

MR. JOHN W. GILLIAM has been the successful principal of the Academy at Morton's Store for several years. He is one of our most earnest and conscientious teachers, and we are glad to note his continued prosperity in the work.

A LARGE number of public schools have already introduced the "North Carolina Spelling-Book," even before a meeting of the State Board of Education for considering the question of adoption. This proves that merit always wins a reward.

NORTH CAROLINA has several co-educational institutions which are doing excellent work. They are: Trinity College, Elon College, Oak Ridge Institute, Guilford College, Rutherford College, Mars Hill College, Kinston College, and Weaverville College.

SUPERINTENDENTS M. C. S. Noble, of Wilmington Graded Schools, and E. P. Moses, of Raleigh Graded Schools, have prepared "The North Carolina Beginner's Reader." It is a most excellent little book to help both teacher and pupil in the first steps of reading, and it will be published by Messrs. Alfred Williams & Co. about November 30th.

LUMBER BRIDGE HIGH SCHOOL is in charge of Mr. J. A. McArthur (Davidson College), assisted by Misses Sadie H. Gay and Mary McArthur. The school is very successful and had seventy pupils at the opening.

Mr. W. T. WHITSETT, by his energy and perseverance, has built up an excellent school at Gibsonville, and the institution opens with over a hundred students this term, many of them being boarders. The Faculty comprises nine members and the course is both literary and commercial.

CAPE FEAR ACADEMY, Wilmington, under the principalship of Mr. Washington Catlett, is prospering greatly. It is a very fine preparatory school, and the boys take high stands in the University and the colleges. Mr. A. A. F. Seawell, Jr., and Mr. J. B. Wharley are assistant teachers.

ONE of the best floats in the Raleigh Centennial parade on October 18th was prepared by the Graded Schools of Raleigh under the direction of Miss Eliza Pool, principal of the Murphey School. The scene was a colonial reception by Miss Esther Wake for whom Wake County was named.

AN experienced teacher desires a situation in school, private family, or as companion. Well qualified to teach French, Music on Piano, Higher English, as well as Primary, Drawing and Painting, Fancy Work (if required), Elementary Latin. References if desired. Address Miss B., Greenville, Pitt County, North Carolina.

No county in North Carolina has made more satisfactory educational progress than has Montgomery County. Its school affairs are in the hands of Mr. R. H. Skeen, the indefatigable, faithful and efficient County Superintendent, and Montgomery County certainly owes him a great debt of gratitude for its fine educational advancement.

THE celebrated Horner Military School at Oxford is in a more prosperous condition than ever before. Near one hundred and sixty students are in attendance. Many important improvements have recently been made in the property, including an electric light plant and steam laundry and heating. The school has a fine gymnasium in charge of Prof. W. Reade as Instructor in Physical Culture and Elocution.

SAINT MARY'S SCHOOL, at Raleigh, is full of charming school girls for the current term. It seems that the courteous and cultured Rector, Dr. Bennett Smedes, and his assistant teachers, have the happy faculty of drawing to this splendid institution the fairest girls of our whole Southland as students, and it is well known that thousands of the happiest homes in the South are presided over by the lovely and cultured alumnae of noble old "Saint Mary's School." The school is full this term, in fact it is always full of students, just as such a celebrated institution deserves to be.

ON Friday night, November 4th, the music Faculty of Peace Institute gave a music recital under the management of Prof. Karl Schneider, the

musical director of the school. The occasion was to introduce the new members of the music Faculty, Miss Howell and Professor Schneider. The programme was a brilliant one, consisting of selections for piano, violin, violoncello and organ, with a number of fine vocal solos by baritone and contralto voices. The entertainment showed that Peace Institute has, perhaps, the best music Faculty in the Southern States. At the conclusion of the programme President James Dinwiddie, his family and Faculty were "at home" to friends of the institution in the parlors for about two hours, and it was a most enjoyable conclusion of a very delightful evening.

### CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
 That one and one are always two;  
 But Cupid proves, with work so sly,  
 Some wondrous things that figures do.  
 And when he claims a teacher's hand  
 All rules of figures then are done,  
 Though two before the preacher stand  
 This one and one are ALWAYS ONE.

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At Elm City, October 19th, in the Methodist Church, MR. C. W. MASSEY, of Elm City High School married MISS CORA FRIAR.

REV. J. E. WHITE, of Wilson, who has been in charge of Mars Hill College, married MISS EFFIE GUESS, of Cary, on October 12th, 1892.

MISS LILLIAN YATES and MR. J. C. BALLENTINE, two of Wake County's best teachers, were married at the home of the bride on November 2d.

MISS MYRTLE BRANSON, a teacher in the Raleigh Graded School, was married on November 17th to MR. JOHN Q. ADAMS, of Atlanta, Ga.

MISS ALICE GUESS, of Cary, one of our best music teachers, was married to MR. W. H. L. NELMS, of Virginia, on October 12th, at the home of her father.

MR. ROBERT E. L. YATES, a teacher in the State Agricultural and Mechanical College, married MISS MINNIE E. JOHNS, of Garner, on October 18th, Rev. O. L. Stringfield officiating.

MISS VIRGINIA LEE PARKER, music teacher, was married at her home at Wilson in the Methodist Church, October 26th, by Rev. J. H. Cordon, D. D., to MR. THOMAS F. DURHAM, of Danville, Kentucky.

MR. JAMES P. COOK, Editor of the Concord *Standard*, and County Superintendent of Cabarrus County, and a Counsellor of the North Carolina Teachers' Assembly, married MISS MARGARET JENNETTE NORFLEET, also a member of the Teachers' Assembly, at Suffolk, Virginia, on October 19th in the Methodist Church.



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## IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost loved ones will be found again."

---

MISS MARY ELLEN PARIS, eldest daughter of the late Rev. John Paris, D. D., died at her home in LaGrange, N. C., July 27, 1892. She was favorably known as a teacher, especially in the public schools of Edgecombe County.

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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GRAMMAR CLASS.—Teacher—"Now, Johnny, see if you can't give me an example of a sentence." Johnny—"Ten dollars or ten days."

CLASS IN BOTANY.—"What kind of trees are these?" "Pine trees." "What are they used for?" "To make antique walnut furniture."

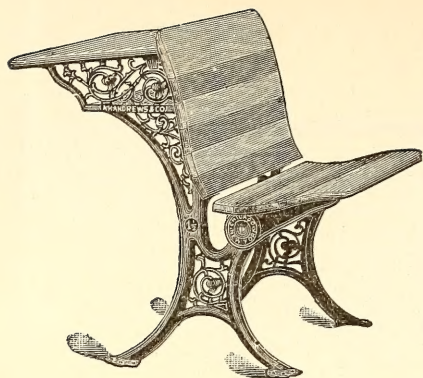
"Always remember," said a schoolmaster to his rhetoric class the other day, "what a preposition is meant for. Never use a preposition to end a sentence with."

Bertha—"Grandma, is oor teef good? Grandma—"No, darling; I've got none now, unfortunately." Bertha—"Then I'll give oo my nuts to mind till I come back."

"Do you know what the dead languages are, Rufus?" asked the great orator. "Yep; Latin, Greek and English." "English?" "Yep. English is dead, too. Pa said you murdered it in your speech last night."

"Listen!" said one student to another; "There comes the professor of mathematics, and from the way he's singing I should judge that he is full of beer." "Yes," replied his room-mate; "he's reciting his lager-rhythms."

A HOME THRUST.—Bald Teacher—"Now little boys, after what I have told you can any of you define 'nothing?'" Little Yorick—"Yes, sir, I can." Teacher—"Well, how would you describe it?" Little Yorick—"Please, sir, it's what you've got on the top of your head."



## SCHOOL SUPPLIES.

ANDREWS' NEW TRIUMPH SCHOOL DESK.

ANDREWS' NEW TRIUMPH

AUTOMATIC SCHOOL DESK.

ANDREWS' NEW PARAGON SCHOOL DESK.

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STONE SLATE FOR BLACKBOARDS,

PHYSICAL AND CHEMICAL APPARATUS, and all Supplies used in the School-room.

The State Normal and Industrial School for Young Women, at Greensboro, N. C., has seated the entire building with our "New Triumph" Desks and Recitation Seats.

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**RALEIGH, N. C.**

# THE NORTH CAROLINA TEACHER.

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VOL. X.                      RALEIGH, DECEMBER, 1892.

No. 4.

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EUGENE G. HARRELL,                      -                      -                      -                      -                      Editor.

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## THE LITTLE MUSIC SCHOLAR.

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FLAVEL SCOTT MINES.

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I know a little maiden who is learning how to play;  
She seems to be in earnest, for she's at it 'most all day,  
She tortures the piano, and calls forth most piercing wails;  
And when I ask the reason, says she's "practicing the scales."

I like to hear good playing, though I cannot tell a flat  
From E sharp in the treble, or whatever's called like that;  
But I wish when scales are practiced pianos were made  
dumb,

I grow so tired of hearing that eternal tum-te-tum.

Now when this little maiden at first began to play,  
'Twas teedle-teedle-teedle that employed her all the day.  
I really felt quite happy when the fateful day had come,  
And she was then promoted to this awful tum-te-tum.

I was tired of teedle-teedle, and thankful for the change;  
It showed this young musician was not limited in range.  
But oh! my hopes were empty; it was three long months ago,  
And tum-te-tum, te-tum, te-tum is all she seems to know.

I don't know what's to follow, but I know I should be glad  
At any change whatever, for it can't be half as bad.  
I've come to this conclusion—you may know my awful  
grief—

I'd welcome teedle-teedle as a merciful relief.



With an earnestness unworthy I hear this maiden drum  
Just underneath my study at this fearful tum-te-tum.  
I'll have a celebration when the glad day comes, and she  
Is thought to be proficient to essay a deedle-de.

—*Harpers' Young People.*

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### SYNTAX BY EXPERIMENT.

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Little Jane had been repeatedly reprov'd for doing violence to the modes and tenses of the verb "to be." She would say "I be," instead of "I am," and for a time it seemed as if no one could prevent it.

Finally Aunt Kate made a rule not to answer an incorrect question, but wait until it was corrected. One day the two sat together, Aunt Kate busy with embroidery, and little Jane over her dolls. Presently doll society became somewhat tedious, and the child's attention was attracted to the embroidery frame.

"Aunt Kate," said she, "please tell me what that is going to be?" But Aunt Kate was counting and did not answer. Fatal word, *be!* It was her old enemy, and to it alone could the child ascribe the silence that followed. "Aunt Kate," she persisted, with an honest attempt to correct her mistake, "please tell me what this is going to am?"

Aunt Kate sat silently counting, though her lip twitched with amusement.

Jane sighed, but made another effort. "Will you please tell me what that is going to are?" Aunt Kate counted on, perhaps by this time actuated by a wicked desire to know what would come next. The little girl gathered her energies for one last and great effort and said: "Aunt Kate, what am that going to are?"—*Exchange.*

## NONSENSE IN TEACHING.

With all our modern improvement in education there is much to be condemned. There is much in our schools that is practically of no benefit to anyone. The only object accomplished is the killing of time. Much of the so-called busy work is only that much nonsense.

Recently we visited a school. Upon entering the room we found the teacher in the midst of a recitation in Grammar. We listened awhile, and what do you suppose we heard? "What is a noun?" "A name word." That was enough to disgust us. In quick succession followed the questions and answers: "What is a verb?" "An action word." "What is an adverb?" "A when, where or how word." "What is a preposition?" "A relation word," and so the nonsense continued.

Why was it that these children were not correctly taught as to these parts of speech? It takes no longer for a child to learn what a noun is, than to be told it is a name word. Don't you suppose the child questions as to what kind of a name it is? What sort of action a verb is, right or wrong, backaction or what? And as to the relation word the child doesn't know whether the relation is a male or female.

Much so-called language training is only a burlesque, and had better be put out of the schools altogether. Every child in the land knows what a cat, a dog, a horse, a cow is long before they go to school. Why spend days in telling them that the one mews, the other barks, one runs, and the other gives us the milk so greatly enjoyed by all children? Why not tell a child that a doggie is a dog, a pussy is a cat, a horsy is a horse and a bossy is a cow? Children are not idiots or fools. They, oftentimes have more brains than those who attempt to teach them.—*The School-master.*

PERSONAL INFLUENCE.

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Many teachers distrust their own powers. They seem to have little or no confidence in their ability to bring about needed changes or reforms. On every hand one meets those who say they cannot secure blackboards, globes, maps, dictionaries, or other articles of prime necessity. Is it true that the average teacher has so little influence over his employers?

Men in full vigor of manhood tell us that their influence is not worth fifty cents. They do not put it in just this way, but they say, "We could not get the school board to paint our blackboards, and we were obliged to do without them all last term." These boards might have been retouched at an expense of twenty-five or fifty cents, and such a statement is a confession that the influence of these teachers has a very low value.

We have always had great confidence in teachers who go to parents and school officers with their case; who tell them in a modest, straight-forward way, what is needed and why it is needed.

People are not blind to their own interests. They love their children and are willing to make sacrifices in order to secure their advancement. When they see that they have a skillful instructor, that he really needs a blackboard, a dictionary, a map, or any other article, they will, in nine cases out of ten, procure it.

A teacher should expect to do some missionary work in a district, where such work is needed. If his patrons lack interest in education he should set about the business of creating an interest. If officers do not provide the necessary tools, he should labor with those officers. Teachers should create a healthy public sentiment. They should be leaders. They should stop finding fault with people



and work to change what is wrong. It is a pleasure to know that many teachers are doing some of their best work outside the school-room.

The educational millennium will come when we have noble men and women in the rural districts who do not distrust their own powers; men and women who have a sublime faith in the efficacy of personal effort outside the four walls of the school-room.—*School Education.*

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## A GLIMPSE OF AN "IDEAL CITY."

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### THE EDITOR'S REVERIE.

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The clock struck one. The coal in the grate had lost its redness and was crumbling into ashes, while the stillness of midnight pervaded all the house. The daily Raleigh evening paper was yet in our hands, while we meditated thoughtfully upon the following paragraph, which was last read:

Mr. Thomas Johnson died suddenly to-day at 3 o'clock, P. M. He leaves a widow and four children, who are entirely destitute. Two bright, beautiful girls, aged fourteen and sixteen respectively, have been students at the Seminary, standing very high in their classes. The entire lack of means to complete their education will compel them to leave the school and seek some daily employment for their support.

As the fire burned lower in the grate it appeared suddenly to glow into more brightness, while the whole surroundings seemed to partake of the nature and substance of an ideal paradise. Around us was a busy, prosperous city of beautiful women, strong men, bright, happy and healthy children.

"What lovely city is this?" we asked of a noble specimen of man who stood near by, busily engaged in invoic-

ing a vast number of boxes, preparatory to shipment to some point.

"This is Ideal City," he replied, with evident pride. "It is the model, happy, prosperous, contented and healthy city of the ideal world," he continued, "and is founded upon principles which ought to govern all humanity."

We became profoundly interested in his statement and in this wonderful city, and we begged our friend to cease from his work for a moment and tell us more fully wherein this marvellous city was different from and better than all others, and the causes of the special blessings of prosperity and happiness which it enjoyed.

He willingly complied with our request, and said:

"This is truly the Ideal City. It has been in existence about a hundred years, and is composed, as you see, of a happy and healthy population of about one million people. There are no distressed poor persons here. Every child under fifteen years of age is attending some good school, and thus every grown person has a fair education.

"This happy condition is the result of the model laws which govern this country. The government insures the life of every healthy citizen, or rather insures the care and protection of the widow and the education of every orphan child.

"No woman is permitted to marry here unless she is in possession of a certificate from a State Physician that she is in perfect health, and no man can obtain license to marry until he can produce a similar certificate of health and also a State policy of insurance for \$5,000, or more, upon which all premiums have been paid for at least five years.

"This excellent law prevents the marrying of unhealthy persons, and guarantees the support of all widows and the education of every orphan child, in case of the death of the head of the family. Its effect has been a blessing beyond all estimate in Ideal City.

"In our population there are no idiots, insane, or deformed persons, while many of the hereditary diseases known in other cities and countries have entirely disappeared from here, and health, peace, contentment and prosperity reign in every home.

"Our government furnishes to the citizens this insurance against want at actual cost, and after the first five years the premiums upon each \$5,000 policy are charged and collected as regular taxes, so that no man, who is married, can permit his policy to lapse for non-payment of premiums.

"Each time that a man or woman marries a new certificate of health must be obtained from a government physician before the license to marry is issued, and if a doctor makes a false statement of health he is banished from the country under a penalty of exile forever.

"In Ideal City there is rarely a death of a person under forty years of age except by accident, and there is not an alms-house or hospital needed in all this domain. Every child is receiving a practical education, being compelled by law to attend some good school for at least sixty months, between the ages of seven and twenty-one years.

"Children go to school at 10 o'clock A. M., and have recess from 12 to 2 o'clock, after which they remain in school until 4 P. M. No child is permitted to be kept in school longer than four hours a day, nor is any teacher allowed to work longer than this time, it having been proven that a child will be healthier and learn more in four hours careful study than in six hours, and the teacher will likewise do more and better work in the short time.

"Pupils here are not kept sitting still during school hours, but are permitted to walk about the room or school premises and talk with one another as much as they desire, it only being required of them that they do not make sufficient noise to disturb other pupils or the teacher during



study or recitations, and that their lessons be carefully prepared and ready promptly when called for. Such nonsense as so-called 'busy work' is unknown in our schools, it being presumed that every child will be kept busy with the regular work during the four hours.

"No young pupil is allowed to study or read at night, all recitations being prepared in the morning before 10 o'clock, the hour for opening school; therefore a child or youth wearing spectacles in Ideal City would be a rare curiosity indeed; in fact, this care of the eyes in childhood enables most persons to dispense entirely with spectacles until long past fifty years of age."

"You seem to take excellent care of your girls and all young pupils," we said; "now, what kind of training do you give the college boys in this model country, in the interest of their health and physical development?"

"Oh, that enquiry is easily answered," he replied, with a smile. "We have a gymnasium at every college for the physical training of the boys, besides we have various out-door games for exercise. All games, however, are played on the college grounds by the students of each individual institution. We never permit any match games between separate colleges by special teams. Such contests are strictly prohibited by the laws of this land, as it was seen that such ball matches interfered very seriously with the mental training of the students, besides encouraging gambling, drinking, hoodlumism, slang, and every species of dissipation and immorality, and many boys who belonged to the peripatetic college ball-clubs were morally wrecked in their whole future life by a few match-games with other colleges. We heartily encourage all kinds of healthful '*college athletics*,' but have prohibited forever from this kingdom every form of '*inter-collegiate athletics*,' or match-games. Moreover, our college boys are not allowed to play so-called foot-ball according to the modern rules,

it being in this country considered decidedly brutal and dangerous to life and limb."

"Surely," we then suggested, "in an ideal land where so many and such excellent provisions are made for the children and the schools there must also be admirable laws in the interest of the *teachers*."

"Yes, indeed!" replied our friend. "The teachers of our children are very highly esteemed in this country, and their interests have been carefully guarded by our wise law-makers. All teachers in the public schools are employed by the calendar year, being paid for twelve months. They are examined only one time as to their qualifications and attainments, and if the examination is satisfactory a life-certificate is furnished to them, which is in full force throughout this dominion. Each teacher, male or female, receives precisely the same salary for the same work. Every teacher who becomes, while engaged in the work, unable to teach by reason of sickness or accident, receives half-salary monthly for life, with medical attendance by the government physician without charge, likewise all necessary medicines. Oh, no! we prize the work of our teachers too highly to neglect any provision for their comfort, and they receive the largest salaries that are paid for any kind of work in this country. Their's is the most valuable of all work to us and to our children, and no salary can be large enough to pay our obligation to them."

The evening paper fell from our hands to the floor, and again we gazed upon the same dying embers in the grate, which had scarcely changed within the three minutes during which we had fallen asleep, but we have spent hours in meditating upon that wonderful Ideal City which we visited in the dream, and we long to have our schools, our teachers, our pupils and our people possess and enjoy such a happy condition of educational affairs.

[FOR THE NORTH CAROLINA TEACHER.]

## SUGGESTIONS TO TEACHERS PREPARING STUDENTS FOR THE UNIVERSITY.

## PREPARATORY INSTRUCTION IN GREEK.

A student usually studies in the preparatory school an introductory Greek book, a grammar, and three books of Xenophon's *Anabasis*. In some preparatory schools he reads also two or three books of Homer's *Iliad*. In most cases he has studied Latin a year or more before beginning Greek. The study of either language is a great help to him in the other. Nobody can be a scholar, in the best sense, in either Latin or Greek unless he has studied both. When the student leaves the preparatory school, he is expected to know the grammatical forms of nouns, adjectives, pronouns and verbs; the leading principles of syntax; to have acquired a reasonably good vocabulary of Greek words; to be able to read ordinary Greek with readiness, and to turn simple English sentences into Greek. This is not very much, but one who knows only this ought to have little trouble in his further study of Greek. He can be thoroughly prepared in two years; by using his summer vacation for completing his studies, it is easily possible for a bright student to finish all of his preparatory Greek in one year. If he has not read the required three books of the *Anabasis*, he may make good the deficiency during his Freshman year, provided, of course, the rest of his preparation is satisfactory.

As there are now admirable text-books, there is no good reason for using poor ones. Between the two grammars, Goodwin's and Hadley-Allen's, there is little to choose. By Goodwin's, the new edition (August, 1892) is meant. It is a waste of time to use the older edition. Two of the introductory books are so much superior to any others, that



teachers are earnestly advised to use one of them. They are: Frost's Greek Primer (Allyn & Bacon), and White's Beginner's Greek Book (Ginn & Co.). I do not mean White's First Lessons in Greek, but the new book by the same author, published in September, 1892. Either of the two books recommended contains everything that teacher and student will need to consider during the earlier months of the study of Greek. When one of these books has been carefully gone over, Coy's Greek Reader (American Book Co.) can be taken up. It contains, in Xenophon's own words, somewhat simplified, the story of the Anabasis, and will be accepted as equivalent to any one book of the Anabasis. The Anabasis can afterwards be read with much greater ease and profit. The best school editions of the Anabasis are Kelsey's (Allyn & Bacon), and Goodwin and White's (Ginn & Co.). The latter has, in the new edition, an uncommonly good vocabulary.

It is of the greatest importance that the beginner should at once become familiar with the looks and sounds of Greek words. He should have constant practice in pronunciation from the very start. Time will be saved by devoting a large part of the earlier recitations entirely to pronunciation. Much of the supposed difficulty of Greek is due to the learner's uncertainty about the pronunciation of Greek words. Practice will remove this difficulty.

In all things accuracy should be insisted upon. Frequent reviews are necessary. Daily, weekly and monthly reviews will be profitable.

Everything about a language cannot be taught in connection with any one lesson. A few things should be prepared with special care each day or week. In this way all of the important principles can be covered in a short time.

The verb is supposed to be hard to learn. Perhaps it is hard. But there is almost no form of the verb that does

not bear on its face the signs of what it is and where it is. Pupils should be taught to observe these signs. Themes, tense-suffixes, mood-signs, personal endings, augment, re-duplication, etc., ought to be perfectly understood, and the student can easily be trained to distinguish at first sight any verb-form. The new grammars have been greatly improved in the treatment of the verb.

The introductory books contain enough exercises for preparatory instruction in prose composition. It is a good plan for the class to turn back into Greek the English translation of their reading-lesson.

The absolute mastery of a small vocabulary is necessary. Two or three hundred of the commonest words can be selected and committed to memory. The group-system is a good one—that is, the arrangement of derivatives under their root-word, as in the appendix to White's new vocabulary to the *Anabasis*, and in his *Beginner's Greek Book*. Students get into the habit of looking up the meanings of words which they already know. All of the commonest words occur so often that there is no reason for not recognizing them. For example, there are about thirty verbs which are used more than fifty times in the first three books of the *Anabasis*. Almost all of the prepositions, conjunctions and common adverbs will be met with in reading any five or six pages. They can be thoroughly learned in a few weeks, or in a few years. It is just as easy to learn them in a few weeks, and considerably better. Some practice in reading at sight will test and strengthen the student's vocabulary.

Beginners should be taught to translate each word in the order in which it stands in the Greek sentence. This is essential to progress, and is the natural way to arrive at the true meaning. In recitation, the translation should, of course, be made into the best English.

E. ALEXANDER, *Professor of Greek*.

## PREPARATION IN ENGLISH.

There is a notable lack of preparation for the English department. This may be due in part to the unwarrantable assumption that studies in other languages are a sufficient preparation, after some little English grammar has been studied. Only in the past few years have there been separate courses in English in most of our colleges and universities, and Anglo-Saxon has just begun to receive that attention and that scientific treatment which our parent tongue deserves. Most teachers had come to regard English culture as an attainment picked up here and there while one browsed over the wide field of classical and modern literature. We wish to lay stress on the fact that English Philology and English Literature are specialties, and have special courses and special instructors, and that special preparation must be made for them.

The authorities of Harvard University are now calling attention to the inadequate preparation on English language and composition of their candidates for entrance, though they come from well-equipped schools.

We ask that teachers and students shall note the conditions of entrance given on page thirty-five of last session's catalogue. Any one of the grammars, Whitney, Bain, Salmon, may be used. We prefer the last (published by Longman, Green & Co., N. Y.). Reed and Kellogg has some good points. We should not like to be responsible for errors found in manuals that show little acquaintance with the process of development through which our language has passed. Clark's Smaller Practical Rhetoric, or D. J. Hill's Smaller Rhetoric, or Hyde's Lessons in English should then be used. The derivation and peculiar uses of words and the discrimination of synonyms should now be taught in such a book as the Word-Analysis of Reed, or, for somewhat advanced classes, in McElroy's Etymology. We urge



that literature itself, and not the history of literature, should then be studied. Sprague's *Selections from Irving* (Ginn & Co.) should be followed by Swinton's *Studies in English Literature*, for the sake of the standard literature and the accompanying questions, which excite and improve the taste, while they apply grammatical and rhetorical analysis to these masterpieces. Occasional written exercises, suggested by these questions and by the teacher's own experience, will vary the practice in composition which, it is assumed, is regularly given. Reading should be assigned to be done outside the class-room, and to test its progress some inquiry, anticipated at times by stimulating written methods of the teacher, should be made now and then. This extra reading should serve also as the basis for composition-work. Harper, Ginn & Co., Effingham, Maynard & Co., Houghton, Mifflin & Co., Cassell & Co., supply cheap material. Such studies in literature should come alternately with lessons in Salmon's *Grammar*, and, in due time, in one of the smaller rhetorics. Lockwood's *Lessons in English*, Meiklejohn's *English Language and Literature*, are excellent reviews for those who have covered the above ground, but should not be substituted for it. A small history of literature, like Brooke or Gilman, might be studied now, if time permitted. It is to be particularly noted that for entrance in September, 1893, the following works should be read: Shakespeare, Julius Cæsar, The Coverley Papers in the Spectator, Scott's Marmion and Talisman, Irving's Alhambra, and Webster's First Bunker Hill Oration. All these may be found in very cheap editions referred to in catalogues of publishers mentioned above. The short composition required will be founded on one of these books, but all are to be read. This amount of reading is not one-half the requirement made by the New England College Commission. It is here assigned because we discover that too many candi-

dates have read little or nothing and need direction, and because it is important, while ear, taste, memory, imagination are most susceptible, to awaken the literary instinct and to infuse some sense of the unity and beauty of a great composition, of all that makes literary form. For other reasons, but especially because of the relations of history and literature, some good outline of English and American history should be known.

The above preparatory course would require two years in some schools, three in others.

THOS. HUME, *Professor of English.*

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#### PREPARATION IN LATIN.

I. A large part of the first year should be devoted to mastery of the forms of inflection and the most general rules of syntax, theoretically and practically. The student should learn to recognize and locate accurately any common verb or noun-form promptly at sight. The gender and declension of every noun and the principal parts of every verb ought to be learned as thoroughly as its meaning—rather more so at first. The reason for the case of every noun in a sentence, and the mood of every verb, should be understood before it is left.

To accomplish these results constant drill and review are necessary for many months, and the principles of the language should be enforced from the start by constant practice in speaking and writing short Latin sentences, in which the words to be used are the same already found in translating from Latin.

There are several good elementary Latin books, such as Collar and Daniell's, Tetlow's, and for those who are disposed to try the "Inductive Method," the "Inductive Latin Primer," of Harper and Burgess. A first-class Latin grammar should be always at the elbow of the student. Allen and Greenough's, or Harkness's, is to be preferred.

The Roman pronunciation is the only scientifically correct way of pronouncing Latin, and the University recognizes no other. It is also the easiest method, if learned at the start. Its principles can be learned from the grammars mentioned.

II. As an intermediate step in reading easy Latin, before Cæsar is reached, Collar's "Gate to Cæsar" is strongly to be recommended. After reading the second book of Cæsar's Gallic War, the first can be read much more easily. Two books of Cæsar are sufficient to give the student a knowledge of Cæsar's style, subject-matter, and grammatical difficulties; and two books read with thorough understanding of the Latin are better than seven carelessly gone over. Cæsar's use of the Infinitive, Subjunctive and Participle should be mastered, and likewise the forms of Indirect Discourse. Frequent practice should be had in changing from Direct to Indirect Discourse, and *vice versa*. Steady drill in Latin Composition must accompany the reading of Cæsar, such as can be gained from the use of Collar's Latin Composition, or from Riggs's "In Latinum."

As text-books for Cæsar, may be recommended either Allen and Greenough's, Kelsey's, Lowe and Ewing's, or (for those who carry out the "Inductive Method,") Harper and Salmon's.

III. The first six books of Virgil's Æneid form in themselves a complete story, and should be studied as a whole. The historical, geographical and mythological allusions should be carefully explained to the student, who ought, himself, to possess a small classical dictionary and a classical atlas. Kiepert's "Atlas Antiquus," recently republished in this country, is the best.

From the very beginning the student should be accustomed to scan the Latin verse, having first carefully learned the rules for quantity and prosody and the principles of the Latin Hexameter. Latin composition, based on pre-



vious study of Cæsar, may be kept up during the study of Virgil. Allen and Greenough's, and Frieze's Virgil are recommended as text-books.

IV. It makes little difference which four orations of Cicero are read; those against Cataline are as available as any. The structure of the Latin sentence, the use of conjunctions and other particles, and the simpler synonyms should be emphasized. Latin composition should be kept up, based on the orations read. Collar's Latin Composition will suffice as a text-book. The teacher should also invent original exercises.

V. It should be remembered from the start, in reading Latin, that translation consists in getting as near as possible to an exact reproduction of the original thought in *idiomatic English!*

VI. Students should be encouraged from the start, in reading Latin, to read the Latin sentence with some appreciation of it as a Latin sentence. To this end frequent practice should be given in reading passages hitherto unseen, and so, unstudied. Let the mind be trained to think what a word ought to mean from its form, from analogy, from its apparent construction in the sentence, from its probable relationship to English words, and not to be a slave to the lexicon. The eye should also be trained to accuracy. It is absurd that a large majority of students coming to a University should not be able to recognize, spell correctly and pronounce correctly an ordinary Latin proper name!

Passages taken from other parts of Cæsar, Cicero and Virgil can be used for sight-reading. There are, also, if they are desired, several good books especially for the purpose, as Tomlinson's, Hardy's Latin Reader, Jerram's Latine Reddenda, &c.

VII. The student should never be led to think of Latin as a thing concerned with nothing real, vital and interest-

ing. The facts of history with which the authors read are concerned, the places, persons, manners, customs, results, causes connected with them, should be constantly kept before the mind. Collateral reading can be suggested to interest the student in his study, and an occasional picture of Rome as it was, or as it is, will revive a sleepy class. In this connection may be mentioned "Helps to the Intelligent Study of College Preparatory Latin" (published by Ginn & Co.).

KARL P. HARRINGTON, *Professor of Latin.*

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#### PREPARATION IN MATHEMATICS.

In preparing students in mathematics to enter the Freshman class in the University, it is recommended to instruct them *thoroughly* in the subjects given in Robinson's Practical Arithmetic (or any good book covering the same ground), and also to require a good knowledge of an elementary algebra, and afterwards of a college algebra (working out all the examples) down to equations of the second degree.

It is much better, in all cases, to confine the course to the above, if necessary, and require a thorough understanding of the analysis, the reasoning or the principles involved, than to carry the student over much more ground if he is only expected to work by rule and to, more or less, neglect the reason for the rule or the demonstration of fundamental theorems.

A recent arithmetic by Lock and Scott (MacMillan & Co.) is recommended as giving but few rules, though the analysis of the typical examples worked out are exceptionally brief and clear. This throws the student more on his own resources, and should conduce to making him a better thinker.

In algebra it is recommended to carry a student entirely through an elementary algebra (when time affords), and to quadratic equations in a college algebra. Wentworth's, Newcomb's or Well's Algebra are preferred, because they begin with the conception of plus and minus quantities. Any algebra is now regarded as very imperfect which does not teach, from the beginning, that a minus quantity is just as real as a plus quantity. Taylor's College Algebra may prove of especial value to teachers along certain lines.

It is absolutely essential to success in the course in algebra taught in the University, that general demonstrations be insisted on in the preparatory course. This is evidently *not* usually done, and as a consequence students who can work particular examples with facility, begin to flounder as soon as general demonstrations (involving the use of letters only to indicate quantities) are reached.

If students are taught that these are unessential, or too hard to understand, then serious trouble begins at once in the Freshman year, which works up to a climax by the end of the term, or sooner, causing a number of men of fair ability to fail and quit the study of mathematics in disgust.

The importance of these general demonstrations is insisted on from the start in the Freshman year, but early neglect of this subject is proved by experience to be the most difficult to cure, and, therefore, it is especially called to the attention of teachers, who may be preparing students for the University.

WM. CAIN, *Professor of Mathematics.*

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HAVE YOU examined "Williams' Reader for Beginners"? It is just what the little folks need in their first days at school.



## A QUESTION ANSWERED.

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*Editor North Carolina Teacher:*

In answer to your offer of \$10 in the November number of THE TEACHER, I think a brief account of my own experience during the past year will suffice. This is by no means an exception but a very frequent occurrence in the country, so far as my knowledge goes in the matter.

In August of 1891 I secured a public school, at \$25 per month, two miles from home, which I walked twice every day for eleven weeks, for the last week of which I received no pay, as the schools of this vicinity are going a year too fast. The school is taught before the assessment is made and the trustees are obliged to guess at the length of the school, and consequently the teachers do not receive their pay until sometime during the following year. For this school I received \$63 on June 1, 1892. After paying a few small debts which I had necessarily contracted previously, and spending a week at Morehead, I came home a bankrupt. During the winter of 1892 I taught a subscription school in the country at one dollar per pupil which amounted to \$55.50, of which I have received \$27. The other \$28.50 I expect to get some day as their will is good, but they are poor. At the date of this letter I have only eighty-seven cents which I can call my own. Although I taught a public school this fall for which I expect to receive \$57.50, yet I don't expect to get it before next summer.

I have paid my subscription to THE TEACHER, and last year subscribed to *The Teacher's Institute* and *The Professional Teacher* (now Educational Foundations). The latter of which I will be obliged to leave off as the price is advanced, and I have not the money in hand, but the former I cannot well do without. The editor is kindly sending it on, and I expect to renew as soon as it is in my power to do so. As

regards the attendance of teachers' meetings, we have not had a regular one since I have been teaching, until last summer, the second meeting of which was to take place during my school, and just about that time two of the Trustees concluded to stop my school in order to get desks for the house with the remainder of the money, as it was time for the children to save the fodder, pick beans, etc., as they do every year, and they knew there would be a general falling off. I knew if I stopped a day or two to attend a teachers' meeting, I would not get my school together again. I also knew that I would lose the time that I was absent, as the two Trustees wanted me to teach a day over the time to pay for one day that I had, with their consent, dismissed the school for a religious meeting. As I refused to stop the school, nothing having been said about it in the contract (a verbal contract, as they considered a written one a reflection on their honor), they talked of not signing my voucher, and have not signed it yet, but I understand that one of them is now willing to sign, but is absent and will be for some time.

Yours etc.,                      A TEACHER.

*Waynesville, N. C., December 10, 1892.*

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[FOR THE NORTH CAROLINA TEACHER.]

## ATTENTION IN RECITATION.

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BY JOHN C. HOLDER, MILLSTONE, N. J.

---

One of the most essential needs of the teacher in his arduous work is the ability to secure the undivided attention of his pupils; and this ability hinges more upon his power to get them interested in their studies, than upon any natural or inborn tact.

If the teacher, himself, is not interested in that which he attempts to teach; how can he reasonably demand, or even expect, his pupils to be so?

Therefore, as a *first* requisite to securing attention, he must prepare himself by previous close studying his subjects before coming to the class-room to hear the recitations, and such preparation should involve not only *what is to be taught*, but also *how to teach it*.

It is for the want of constant and correct previous preparation, that large numbers of teachers, fitted by nature, are apt to make failures.

Previous preparation, often requires the hardest or most intense brain labor, but it is the work that pays in the end.

By studying the lessons assigned, before the periods of recitation, the teacher begets in himself, an enthusiastic interest in the subjects to be taught, and nothing in the school-room is more potent in arousing the powers of the young minds than a constant determined enthusiasm.

---

### AS YOU GO THROUGH LIFE.

---

“Don’t look for the flaws as you go through life,  
And even when you find them  
It is wise and kind to be somewhat blind,  
And look for the virtue behind them.  
For the cloudiest night has a hint of light  
Somewhere in its shadows hiding;  
’Tis better by far to hunt for a star,  
Than the spots on the sun abiding.”



# IN THE SCHOOL-ROOM.

## NEEDED A BUSINESS EDUCATION.

"Be sure to telegraph me as soon as you arrive," said a young husband to his bride at the Broad Street station yesterday. She was starting on her first trip home to see her mother.

"I will," promised the young wife, sweetly; "but I don't know whether I have money enough."

"Oh, send it 'collect.' Now don't forget."

"Good-bye."

"Good-bye."

The young husband gazed longingly after the train as it steamed out, and then he sadly returned to his place of business. The following day a messenger boy presented the following:

FROG CENTER, PA., 2 P. M.

GEO. WASHINGTON BLANK, 43 *Blank St.*, Philadelphia.

MY DEAR GEORGE:—I have just arrived without any accident at all; not the slightest. The train slowed up at Jink's Crossing and whistled, but I don't think anything serious was the matter. It made my heart jump to think how you would feel if anything had been the matter, you know; but there wasn't, not a thing, so far as I could find out. I'd got to thinking of you and might have been carried by my station for several miles if Cousin Will hadn't been on the train. He was visiting at mother's, and is handsomer than ever. He says he hates you, but of course, that is only fun, you know. I forgot to say that my trunk came through all right. It was no trouble at all. Cousin Will took my check and arranged to have it (the trunk you know) hauled up to the house. It will have to be taken around by the mill, because the other road is blocked up, you know: but, you know, this will take only a few minutes longer than by the other road, the one that is blocked up, I mean. Cousin Will has been with me almost constantly since my arrival, and he says that I am looking better than he ever saw me. Well I must close this dispatch, because telegrams have to be short, you know.

Your loving wife,

ANNIE BLIFKINS BLANK.

(Collect \$12.57.)

—*Exchange.*

## SITTING STILL.

---

A fire is to be opened all along the line against the traditional "sitting still" idea of the school men. There are already many schools in which it is absolutely done away with. We have seen one primary school in which the entire session was one grand recess, the children going about the room as they liked, studying aloud if they chose—and most of them did choose—and yet there was the most accomplished and the best results attained that we have seen. It was a positive gain to take the children's thought from "sitting still," and concentrate it upon doing something that "meant business."—*N. E. Journal of Education*

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## WHAT THE POINTS WERE.

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The interrogation mark or "point" (?) was originally made of a "q" and "o," the latter placed under the former. They were simply the first and last letter of the Latin word "questio." So, too, with the sign of exclamation or interjection (!). In its original purity it was a combination of "i" and "o," the latter underneath, as in the question mark. The two stood for "Io," the Latin exclamation of joy. The paragraph mark (¶) is a Greek "p," the initial of the word paragraph. The early printers employed a dagger (†) to show that a word or sentence was objectionable and should be cut out.

---

IF A CLERK has done his work well, has been honest, has been interested in the success of his employer—in short is a good clerk—he has a right to expect re-engagement without working for it. Why do not school boards use this same common-sense plan in re-employing teachers.—*Moderator.*

## IN SCHOOL.

BY KATIE MOORE

Fair little maidens all in a row,  
Learning the things that big folks know—  
Learning to read and write and spell,  
Finding out how to do all things well,  
But learning most surely, as children should,  
That first great lesson—how to be good.

Little boys standing up sturdy and straight,  
Longing, like men, to be tall and great;  
Learning hard lessons from day to day,  
For work is pleasure as well as play,  
But learning most surely, as all boys can,  
The way of becoming a true, good man.

A fond teacher walking among them all,  
Among the brave boys and the maidens small,  
Teaching the lessons the school books show—  
The wonderful things that the wise men know;  
But teaching more sweetly than I can tell,  
That great, grave lesson—how to live well.

And this the sum of the day in school:  
Little folks learning the golden rule,  
Learning to live and learning to die,  
Learning of earth and the beautiful sky,  
And learning that if we will do our best,  
We never need trouble—God guide the rest.

—*The Fountain.*

*Ayther* and *nayther* being antiquated and Irish, analogy and the best usage require the common pronunciation *eether* and *neether*. For the pronunciation *i-ther* and *ni-ther* with the *i* long, which is sometimes heard, there is no authority, either of analogy or of the best speakers.



### A LIST OF ANIMALS.

---

Here is a list that ought to be in your scrapbook. It tells you how many years certain animals live under ordinary conditions: Elephants live 100 years and upward; rhinoceros, 20; camel, 100; lion, 25 to 50; tigers, leopards, jaguars, and hyenas (in confinement), about 25; beaver, 50; deer, 20; wolf, 20; fox, 14 to 16; llamas, 15; chamois, 25; monkeys and baboons, 16 to 19; hare, 8; squirrel, 7; rabbit, 7; swine, 25; stag, under 50; horse, 30; sheep, under 10; cow, 20; ox, 30; swans, parrots and ravens, 200; eagle, 100; geese, 80; hens and pigeons, 10 to 16; hawks, 30 to 40; crane, 24; blackbird, 10 to 12; peacock, 20; pelican, 40 to 50; thrush, 1 to 10; wren, 2 to 3; nightingale, 15; linnnet, 14 to 23; goldfinch, 20 to 24; robin, 10 to 12; skylark, 10 to 30; titlark, 5 to 6; chaffinch, 20 to 25; starling, 10 to 12; carp, 70 to 150; pike, 30 to 40; salmon, 16; codfish, 14 to 17; eel, 10; crocodile, 100; tortoise, 100 to 200; whale, estimated 1,000; queen bees live 4 years; drones, 4 months; working bees, 6 months.—*Philadelphia Times*.

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### OUR LONGEST WORDS.

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The following are said to be the ten longest words in the English language. How many syllables has each?

Proantitionsubstationist.	Transubstantionableness.
Suticonstitutionalist.	Velocipedestrianistical.
Honorificibilitudinity.	Disproportionableness.
Incomprehensibility.	Philoprogenitiveness.
Antidenominationalism.	Anthropophagenerian.

---

THE PREPARATIONS being made for the next session of the Teachers' Assembly guarantee a grand meeting.

THE ROAD TO SCHOOL.

---

L. A. B. C.

In the winter when it freezes,  
In winter when it snows,  
The road to school seems long and drear,  
O'er which the school-boy goes.

But when the pleasant summer comes,  
With birds and fruit and flowers;  
The road to school, how short it is !  
And short the sunny hours !

But to the boy who loves to learn,  
And wisdom strives to gain,  
The road to school is always short,  
In sunshine, snow or rain.

---

—*Selected.*FLO'S LETTER.

---

Dear God, the baby you sent us  
Is awfully nice and sweet,  
But 'cause you forgot his toothies  
The poor little thing can't eat.

That's why I'm writing this letter,  
On purpose to let you know;  
Please come and finish the baby.  
That's all, from little Flo.

---

ONE DAY, in 1830, a working jeweler, Joseph Gillott, the famous steel-pen maker, by accident split one of his fine steel tools. Being suddenly required to sign a receipt, and not having his quill pen at hand, he used the split tool as a ready substitute. This happy accident led to the idea of making pens of steel.

# EDITORIAL.

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We wish you a Happy Christmas  
And a Bright, Prosperous New Year.

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## MUSCLE AND BRAINS.

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We will call it "Tryon Grove College" for the purposes of this paragraph. In a Raleigh daily paper a few days ago there appeared an article with the following attractive heading: "Tryon Grove College Record." We said to ourselves, "Now we will see what a splendid record of recitations and examinations Tryon Grove College has made. No doubt her students are climbing up the hill of knowledge higher than those of any other college in the State, and of that they have a right to boast." We began to eagerly read the article, and were disgusted to begin, "The Tryon Grove football team has just defeated the team at Vanderbilt College," and so on! Can the colleges of this country make no better "record" for publication in a newspaper, than that its football team has beaten the football team of some other college in a match-game? A father recently said to us that he had just written to Dr. —, President of — College, that if his boy "has time enough while at college to belong to a peripatetic football team, which roamed over the country playing match-games with peripatetic teams of other colleges, send him home at once, for I can have him taught to play football at a much less price than \$300 a year." We think that this father expressed the sentiment of the public generally, and of most of the parents who have sons



in college to be educated. It is very hard to convince the public that when a college football team makes occasional trips of four or five days to play a game with some other college, it does not very seriously interfere with the studies and morals of those students. The assertion, by presidents of colleges, that such employment of time is harmless to college boys and necessary to their education *may* be true, but the fathers and mothers of North Carolina do not believe it, and the existence of the peripatetic college football team is keeping many boys at home, or at work on the farm, who would, otherwise, be in college. We think we speak the mind of the people in saying that no college should allow its students to visit any other institution for the purpose of playing a match-game of any kind during the school year. A bright young man in North Carolina recently failed in his examination for graduation, which mortified his family beyond measure, and some of their would-be "Job's comforters" tried to offer consolation to the distressed parents by saying, "but Henry was a splendid centre-rush in the football team!" This distinguished honor which Henry had achieved was not, however, entirely satisfactory to his family and friends.

---

WE HAVE never been able to give our readers an article of more value than that in this number, entitled "Suggestions to Teachers in Preparing Students for the University," or for any of our colleges. A careful reading and study of the suggestions by the preparatory teachers will make their work much easier, and far more satisfactory; besides, the student who follows closely the lines of study will be aided very materially in standing his entrance examination for college. We very much desire to see the Teachers' Assembly outline and adopt a course of uniform preparation for college, such as will be followed by all our preparatory schools.

THE new "Williams' Reader for Beginners" is a very popular book. It was introduced by several of the largest schools in the State as soon as it came from the press. The book is indispensable for little children, and is carefully adapted to both private and public schools, whether in town or country.

THE NORTH CAROLINA TEACHER has a scholarship in the State Normal and Industrial School for Young Women at Greensboro, and Miss Minnie Hampton, of Statesville, is being educated upon its privileges. It is highly gratifying to THE TEACHER to learn that Miss Hampton is making such fine progress in the Institution. There are now near two hundred students in the school, and they are being carefully prepared for teaching and for practical life.

WE WILL not take a party to Cuba this winter, for the following reasons: 1. The railroads have delayed making the desired rate for us, until it is entirely too late to make the necessary preparations for the trip, and the Plant Steamship Company have added two dollars to the rate which they gave us last year. 2. The Legislature will be in session this winter just at the time when we had planned to be in Cuba, and it is necessary that we should look after some matters of importance to the schools, which will be discussed during the session of the General Assembly. Our party was fully made up for the journey, and we regret that the combination of circumstances compels us to forego the pleasure of a Cuba trip for this year.

THERE has never been such interest manifested in any trip arranged by THE TEACHER, as is now given to our visit to the World's Fair next year. We have from ten to twenty applications daily for membership in the party, and the limit will very soon be reached. We shall spend a day in Washington while returning, in order that our teachers may visit the national public buildings and see a famous American Congress in session. Our party will be entirely

select, and no other person who visits this gigantic exposition will have the pleasures and privileges as will the members of our company, and their expenses will be nearly double the amount that we will pay. We are now preparing a circular of itinerary and information, which will be mailed to all persons desiring to join our party.

THE North Carolina Teachers' Assembly has for seven years "had its heart set" upon a training school for young women, and it is truly gratifying to the teachers to realize that the State Normal and Industrial School (the outcome of all these years of work for such an institution) is enjoying great success and popularity. There are now near two hundred girls in the School, and they are being very carefully and thoroughly trained in the art of teaching, and in all things that comprise practical education. In addition to the regular literary work the students are taught how to cook, keep house, make dresses, buy and sell merchandise, and other things necessary and useful in earning a living. Under a continuation of competent and proper management, the school will soon become one of the proudest monuments within our borders to the educational progressiveness of North Carolina. We hope to visit the Normal and Industrial School within the next few weeks, and will then give our readers an insight into all its operations.

PROF. J. W. WOODY, of Guilford College, has written and published a work entitled "History, by the Topical Method." The plan of the book is excellent and helpful, but in historical matters the author has made the unfortunate mistake of quoting almost entirely from Northern histories, rarely alluding to the work of any Southern author. Thus he is often led into error of statement. For example, on page 79, "John Brown's Raid," one of his references reads as follows: "Though it was soon known that in his wild designs he had asked counsel of none," while the truth is that Brown's designs, and Brown, him-



self, had been "encouraged by the earnest sympathies of large numbers of people and many prominent politicians in the North. Brown was urged on by some Northern abolition society, and furnished by them with money and arms, and the official authorities of some of the "Free Soil party States publicly applauded his conduct." Professor Woody might have gotten at the truth of this little historical matter if he had referred to the histories by Stephens, Derry, Hansell, Holmes, Shinn, Blackburn, Field, Moore, or Spencer. No history, or treatise on history, can be acceptable to Southern people except that which is absolutely true. THE TEACHER will never recommend or endorse for use in Southern schools, any book of history that is not fair and truthful in all things relating to the South, or important Southern questions.

It is getting to be a habit with the public to complain that the prices of school books are high. Most persons have no idea of the immense cost of making the present handsome text-books for American schools, else they would readily admit that the average school book is the cheapest thing which the people have to buy. Let us investigate the matter a little. The ordinary Fifth Reader sells for about eighty cents. The expense of making regular editions of the book is about as follows: Eight cents a copy as royalty to author; press work, fifteen cents; paper, fifteen cents; binding twenty cents; total fifty-eight cents. This leaves a margin of twenty-two cents to the publisher, from which he is to make the usual discount to dealers and pay all proportionate incidental expenses of his business. The publisher will consider himself very fortunate if he can realize a net profit of ten per cent. on his outlay. The first edition of the book is much more expensive than estimated above, as it includes the cost of making plates, about \$800; and engravings, about \$1,200. The American people justly demand a handsome school book for their children. The

books made for the schools of Europe do not compare in excellence or elegance with ours, and they are sold at higher prices than the beautiful American books. A few days ago we saw a man decline to pay fifteen cents for a First Reader for his little girl, saying: "It is too high, I n't afford it," whereupon he went to a bar-room and pent fifty cents. It requires very little sacrifice for us to supply our children with all the school books they need.

## ABOUT OUR TEACHERS AND SCHOOLS.

MR. E. J. MORSTELLER has a flourishing school at Reepsville.

MR. C. W. CORRIHER is in charge of the High School at Glenwood, and is succeeding well with his work.

MR. SPENCER S. CHAPLIN is Principal of Columbia Academy, and the school is prospering with over thirty pupils in attendance.

MR. JAMES F. BROWER is Principal of the Boy's School at Salem, and has the best enrollment in the history of the school—sixty-two pupils.

MISS MARY BAYARD MORGAN, of New Bern, has accepted a position as teacher of art in the Institute for the Deaf and Dumb at Little Rock, Arkansas.

PROF. F. D. CLARKE, of New Bern, has taken the position of Principal of Michigan Institute for the Deaf and Dumb, the fourth largest institution of the kind in the world.

GRAHAM ACADEMY is prospering, and has been compelled to add to its Faculty. Rev. W. Q. A. Graham is Principal and his assistants are Rev. A. Graybeal, Mrs. Nellie W. Graybeal, Misses Lottie Davis and Ada D. Lewis.

MR. JOHN C. HOLDER, of North Carolina, is principal of the East Millstone School, New Jersey. He is a native of Forsyth County, and it is gratifying to know of his prosperity. He writes "Nothing is more welcome to me than THE NORTH CAROLINA TEACHER, as I feel a deep interest in everything pertaining to the interest of my native State."

### TENNYSON OBIT.

BY C. D. GOOCH, JONESBORO, N. C.

O magic calm! O silent chill!  
The crimsoned West paints yonder hill,  
How strange! The red is fading white,  
And softly rolls the sombre night,  
The moonlight falleth wide and far:  
The Bard hath crossed some other bar.

---

## IN MEMORIAM.

---

"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost loved ones will be found again."

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## RESOLUTIONS OF RESPECT.

---

At a recent meeting of the white teachers of Wilmington, N. C., the following resolutions were unanimously adopted:

WHEREAS, it has pleased God to remove from our midst MR. DONALD MACRAE, Chairman of School Committee, District No. 1, of this city; be it resolved—

1st. That in the death of MR. MACRAE the teachers and pupils of our schools have lost a faithful friend, an able counsellor, and a model committeeman.

2d. That MR. MACRAE's efforts in behalf of the education of all children, in every way entitled him to the hearty thanks of all friends of popular education.

3d. That a copy of these resolutions be sent to THE NORTH CAROLINA TEACHER and *The Educator*, with the request that they be published.

At a subsequent meeting of the teachers in the colored public schools of Wilmington, the above resolutions were unanimously adopted, together with this additional resolution, presented by Mr. James B. Dudley, Principal of Peabody School, and seconded by Miss May W. Howe, Principal of Williston School:

4th. That in the death of MR. MACRAE the colored youth of our State have lost a friend, who ever labored for their educational and moral advancement.

We take pleasure in calling attention to the resolutions of respect passed by the teachers of Wilmington, upon the death of Mr. Donald MacRae. Mr. MacRae was indeed a model committeeman, for in a service of more than fifteen years, he was never absent from a meeting of his committee when he was in the city. He was a man of many business cares, and had, by a long life of hard work, accumulated one of the largest fortunes in North Carolina, and yet, he was always ready to help by his advice and money, the great cause of public education.

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## CUPID AMONG OUR TEACHERS.

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'Tis said that "figures never lie,"  
That one and one are always two;  
But Cupid proves, with work so sly,  
Some wondrous things that figures do.  
And when he claims a teacher's hand  
All rules of figures then are done,  
Though two before the preacher stand  
This one and one are ALWAYS ONE.

---

REV. JUNIUS MOORE HORNER, one of the Principals of the famous Horner School, at Oxford, married MISS EVA HARKER, at Augusta, Georgia, on December 15th. Mr. and Mrs. Horner will make an extended tour through the South, probably visiting Cuba before their return to Oxford.

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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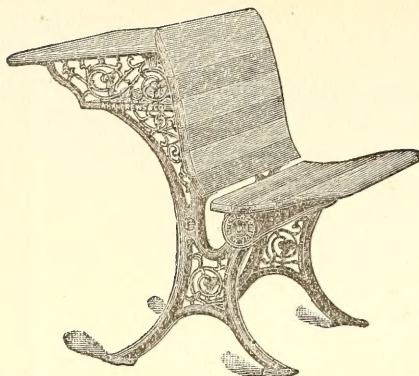
"WHO IS IT that possesses all knowledge?" asked the Sunday-school teacher. "My brother James," said a diminutive pupil. "*He's just home from college.*"

TEACHER—"Now each of you boys give a sentence and turn it into the imperative form." Michael—"The horse draws the cart." Teacher—"There, put it in the imperative." Michael—"G'lang, git!"

A YOUNG miss who had recently begun the study of geography in a private school in New York City, was asked by her father what she knew about New York Bay. "Oh, I don't know anything about that," was the reply, "but I can tell you all about Asia."

IT IS SAID that President Webb of Mississippi College, was interviewed by a young man who wanted to go to school. "Well," said the president, "what do you know?" "Nothing," was the response. "Well, you are just four years ahead of most pupils. It takes them four years to learn what you start with. Your prospects are fine, sir."

SHE WAS a little Cambridge girl, and not very well acquainted with school discipline. One day she was discovered whispering, and the teacher sent her to an ante-room to meditate on the enormity of her offence. When she was again permitted to join her classmates, the teacher asked, "What were you saying to the girl next to you when I caught you whispering?" The little culprit hung her head for a moment, and then replied, "I was only telling her how nice you looked in your new dress." "Well, that—yes—I know—but we must—the class in spelling will please stand up."



## SCHOOL SUPPLIES.

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ANDREWS' NEW TRIUMPH SCHOOL DESK.

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ANDREWS' NEW TRIUMPH

---

AUTOMATIC SCHOOL DESK.

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ANDREWS' NEW PARAGON SCHOOL DESK.

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PHYSICAL AND CHEMICAL APPARATUS, and all Supplies used in the School-room.

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# THE NORTH CAROLINA TEACHER.

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VOL. X.                      RALEIGH, JANUARY, 1893.

No. 5.

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EUGENE G. HARRELL,                      -                      -                      -                      -                      Editor.

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[FOR THE NORTH CAROLINA TEACHER.]

## THE CENTENARIAN'S ODE TO CAROLINA.

BY L. T. RIGHTSELL, WASHINGTON, N. C.

A hundred years ago, dear land, mine eyes  
First viewed thy beauties with a glad surprise;  
My youthful fellows all have passed away,  
In loneliness I chant my praise to-day,  
In feeble words by senile lips expressed,  
Yet they my deathless love and zeal attest.  
Though I am weak and tottering to the grave,  
Yet thou art strong, land of the fair and brave,  
And stronger growing as the years go by,  
Thy doom is not as mine, to shrink and die.  
Our State of many a noble son can tell,  
Of those who lived and loved, who fought and fell;  
Who gave to science, art, and law, the best  
Of toilsome years, or to the Muse addressed  
Their native offerings in fervent lays.  
What wondrous stories, what stirring themes for praise  
From Currituck, beside the sounding sea  
To where the lofty mountains look on Cherokee!  
Here lavish Nature has her best bestowed  
To beautify and bless the sweet abode  
Of dwellers on our Carolina soil;  
And may no ruthless hand be raised to spoil  
The land we love, our father's and our own!  
May tyranny no more here erect her throne!  
The dwellers of the piney woods, by ocean's strand,



By smiling inlets with their breezes bland,  
In hamlets fair embowered in grateful shade.  
In Piedmont vales, in Nature's hues arrayed,  
On hills and mountains of the rock-bound West,  
Rejoice and deem yourselves supremely blest!  
Then, "Ho for Carolina," proudly sing!  
Yes, "Ho for Carolina," let it ring!  
And may the sound roll forth in numbers bold,  
And more enduring be than old  
Horatian strains in Rome's Augustan Age  
When youths and maiden fair adorned the stage,  
And danced and sang: "Io, Io, to Rome!"  
All hail, all hail to thee, our land and home!

### THE RETURN OF GRAMMAR.

Those in touch with educational movements recognize clearly that the current of opinion and practice now sets toward the restoration of grammar to its place in the school. It was swept out by the enthusiasm for language lessons, and the ingenious amused themselves and others by heaping abuses upon the discredited study. Now the unsatisfactory character of the substitute is clearly seen. We have been wasting time over empirical drills without substance of thought or abiding power. The shallowness and uselessness of much of the language work is apparent. We must seek sounder and more philosophical methods; and thus grammar comes to honor again.

But these movements are not fruitless. Language training has differentiated itself in the minds of teachers from technical grammar, and they have discerned the necessity of providing for a systematic growth of their pupils in the power to express themselves completely and correctly. This

idea will be applied to all subjects of instruction. All are means of language training, and in none is the proper result attained until the pupil gets new ideas which he can embody in fairly adequate language. The effort to give training of this sort will not be abandoned, but more fully worked out.

Grammar will come in at its proper stage and for its proper ends. It is a critical instrument. As a body of doctrine its aim is to furnish the pupil with a means of judging and correcting his own speech, and of determining definitely the interpretation, or the several possible interpretations, of written and spoken language. This conception of it affords a test of what should be taught, and of the manner of teaching it, since it emphasizes the proper use of the knowledge. It bars out useless distinctions and the over-refinements to which scientific treatment continually tends.

On the other hand, grammar is a discipline in logical thinking. It teaches those relations of terms which are also relations of thought, and in tracing them out gives valuable training in clear, adequate and orderly thinking. The best scientific men have recognized this value, which Professor Tyndall admirably puts in the following extract:

"I hold that the proper study of language is an intellectual discipline of the highest kind. The piercing through the involved and inverted sentences of "Paradise Lost," the linking of the verb to its often distant nominative, of the relative to its distant antecedent, of the agent to the object of the transitive verb, of the preposition to the noun or pronoun which it governs; the study of variations in mood and tense, the transformations often necessary to bring out the true grammatical structure of a sentence—all this was, to my young mind, a discipline of the highest value, and, indeed, a source of unflagging delight."

—*Wisconsin Journal of Education*.

[FOR THE NORTH CAROLINA TEACHER.]

## EDUCATION BY BOOKS.

BY E. H. ATWOOD, WOODPORT, N. J.

In making any change one naturally rushes to the opposite extreme.

From the scholastic formalism of the Middle Ages, we have turned to the naturalism of which Rosseau and others have had so much to say.

So earnest do we become in viewing the possibilities which are opened up by following Nature's ways, that it seems to us we are in danger of slighting what may become Nature's efficient helpers, viz., books.

In a previous article, written for THE TEACHER, we said "Books are of untold value and *must not* be neglected. They may become great helps toward education."

For we were not arguing against the *use* of books (far from that), but their *abuse*, when we asked in the same article, "Is not too much dependence put upon books?"

It is our desire to point out their usefulness to the teacher and interest to the pupils, if properly taught.

It is true that many of our text-books, and of these we are speaking, upon educational subjects intensely interesting, have been written in such a dry, dull way as to crush out all life, and create a very disgust for the study.

For example, many of our primary readers have been written, evidently, for *matured* minds. Our geographies for a *life-time* study. Our arithmetics for *college*, rather than *business* men. And our grammars for those having *natural gifts* of speech, for in no other case could they become masters of the subject.

But our purpose is not fault-finding, but rather an acknowledgment of faults which did, and do, exist; as well as the possibility of good teaching, followed with excellent results in the very face of these faults.



Our educational writers are waking up, and books more adapted to the child's mind and age are the outcome of this awakening.

Still there is room for improvement. Perfection is not yet attained. To throw the books entirely out of the school-room would be rushing to the other extreme.

That which is better for us to do is to place the book by Nature's side, so that as we give a lesson in Nature, we may turn to the book causing the pupil to see, as it were, Nature repeated.

Then, again, the fault often lies as much with the teacher as in the book.

A good teacher, one who is thoroughly acquainted with the subject, and wide-awake, will often make a seemingly dull book very interesting.

Outlining, explaining, causing the pupil to *see* the important facts contained in the books, and, above all, that they are facts concerning those things which make up their every-day life.

In other words, that the book is the same as a letter which they receive.

Who ever heard of a child, however dull, able to read writing, running to its parents for an explanation of the letter from its schoolmate?

Rather, does not the child *tell* his parents, with all naturalness, those things which John has just told him?

In fact does he not *really see*, in imagination, those very things which happened to his playmate?

Is not every book a letter, by which the author conveys his *doings* or his *seeings*?

But we ask, is the book always treated as a letter?

Does the child always see it in that light?

Does the teacher?

Just as soon as the book begins to *tell* the child, just so soon, and so soon only, does he have an interest in the subject.

Imagine, oh! teacher, what our world would be without written words!

Imagine what it would be with written words only, as in the time of the Humanities!

Imagine this, fellow-teacher, and then use all thy God-given powers to unite *words* with *things*, so that every book shall become "the living word" to him entrusted to thy care.

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### THE ECONOMY OF A GOOD SCHOOL.

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[We would be glad to have this article read by every teacher and school committee in North Carolina. One of the most pressing demands of this progressive age is that school-houses shall be as attractive and comfortable as our homes, and teachers shall be paid a fair and reasonable salary for faithful and conscientious work.—EDITOR.]

It is no longer a question whether education is desirable or whether it pays a community to maintain a public school. The Constitution of every American Commonwealth makes public education compulsory. Every community *must* support a school, and the only question is what kind of a school.

In purchasing the necessities of life it is admitted that the best is the cheapest. Only a millionaire can afford to burn green wood in the kitchen stove. On the sidewalk in front of a city shoe-store you will see shoes offered for sale at sixty-nine cents a pair, but the prudent man knows it is cheaper in the end to pay six dollars inside for real leather. You know the story of the Irish immigrant who inquired at the Grand Central station for a ticket to Norwich. "Norwich, New York, or Norwich, Vermont, or Norwich, Connecticut?" asked the agent. "Faith, I don't know," replied the immigrant, cautiously, "which comes the cheapest?"

It is the fundamental principle of economy of expenditure that you must get what you pay for. If you build a house, and the plumber's bill swells to four times the architect's estimate, you feel like grumbling, but eventually you accustom yourself to it, and if the plumbing proves a good job you grow rather proud of it. But if the next week after you pay the bill a faucet leaks in the bath-tub, followed by the freezing of a waste-pipe, the bursting of a water-back, the failure of a closet, and the final verdict of an expert that the entire system is radically imperfect and unsound, then it makes no difference whether you paid much or little—you have been cheated. So a school that does not fulfil the purposes of a school is a poor investment, however little it costs.

Now what is the purpose of a school? Briefly, to develop our boys and girls into men and women with sound minds in sound bodies, and a high purpose in life. If your school does that it is a cheap one, whatever it costs. If it fails to do it, it is a ruinous investment at any price.

Now the two factors that enter into success in this work are a good school-house and good teachers.

The school-house must be healthful. Your boys and girls spend more hours there than anywhere else, except in bed. If the building is not well located or well plumbed it may breed typhoid fever. If it is not hygienically heated and ventilated it will poison your children with foul air. If the seats are not of the right shape or height your children will contract round shoulders and curved spines. If the blackboards are imperfect or ill-lighted your children's eyes will be strained and perhaps ruined. Let any one of these things happen, not to pupils in general, but to *your boy*, and however light your school-tax you have made a wretched bargain.

One may go farther than this. The school-house should be more than healthful; it should be attractive, a pleasure



to the eye. Did you ever see the Clinton school in Syracuse? It is worth while to make a trip there just to see how ugly and repellant a school building may be made.

"Do you see that school-house?" said Commissioner Merrill of Queens County, to a friend with whom he was driving; "I am going to condemn it."

"Condemn it!" said his friend; "why, isn't it in good condition?"

"Perfectly."

"And large enough to accommodate the pupils!"

"Plenty of room."

"Good blackboards, furniture and well lighted?"

"No fault to find."

"Then what do you condemn it for? We would think it a mighty good school-house up our way."

"It would be a mighty good school-house up your way, but it isn't here. This is a wealthy district; the very barns in this vicinity cost more than that school-house. Now I am not going to have the school-house correspond with horse-stables. It has got to correspond with the residences, so that it will seem a respectable place to go to."

He did condemn the school-house, and a \$60,000 building took its place. There was some grumbling beforehand, but there has been none since it was erected. The district is now proud of its school-house, and the school is, for the first time, a recognized factor in the community.

The popular idea of the cost of a school is wholly inadequate. Ask the average village-resident what it costs to maintain the public school. "Well," he says, "we have a building that cost \$50,000; the cost of that for interest and repairs is probably \$3,000 a year. We pay our principal \$1,500, and eight other teachers an average of \$400 apiece—say \$5,000 for salaries of teachers and janitor. The school costs us, say \$8,000 a year, with 400 pupils in attendance, or \$20 a year per pupil."

"But you have too many pupils to a teacher; your principal is paid too much in proportion to others, and, besides, you ought to have assistants worth more than \$400 a year. Why not put in two more teachers, and make the salaries of the assistants average \$500? Then you could get a great deal better work."

"Why, that would make salaries amount to \$7,000, and the school would cost \$25 a year for every pupil. We never could stand that."

"Then you would rather have a poor school at \$20 a pupil than a good one at \$25? What do you think it costs a year to educate your pupils?"

"Why \$20, of course."

"Twenty dollars? That isn't a circumstance. Are not you feeding and clothing your boys all these years? If you send a boy to boarding-school, his education would cost you \$400 a year; not only the \$100 for tuition, but the \$300 for board. You are paying his board just the same now, only instead of to the boarding-school principal it goes to the grocer.

"Every pupil of your 400 is costing his parents from \$150 to \$500 a year, and that while he does nothing but go to school is part of the cost of his education.

"The question between a poor school and a good school is not between \$20 and \$25, but between \$220 and \$225—a percentage too small to be worth considering. And when you think that this little difference is paid mostly by the State and by railroad and other corporations, so that the taxpayer's share of the increased cost is infinitesimal, it seems strange there should be any other purpose in running a school except to make it the best possible."

Every supervising officer knows that a good teacher will accomplish more in a term than a poor teacher in a year. Nay, the poor teacher is often an obstacle. She gives her pupils wrong habits of study, false ideas of school-work, a

disposition to idleness and deceit. It may take half the good teacher's year to eradicate the mischief the poor teacher in the grade below has wrought.

If you are buying a horse, and can get for \$225 a clean, bright, gentle, spirited, trustworthy animal who will stand without tying, and trot without whipping, you won't pay \$220 for a spavined, knock-kneed, ugly, worn-out brute, or an untried colt. And yet this is just the choice a school makes when it insists upon paying for assistants the lowest price that will command a certificated teacher. It will happen upon some good teachers, but it defrauds them while they remain, and will lose them as soon as they find a better opening. The best is always the cheapest; but never more so than in the hiring of good teachers.—*School Bulletin* (Syracuse, N. Y.).

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[FOR THE NORTH CAROLINA TEACHER.]

## OUR CHILDREN.

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BY JOHN C. HOLDER, MILLSTONE, N. J.

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If there is one subject, more than another, that touches the hearts of all men, it is the subject which pertains to our children.

We all feel the deepest and most abiding interest in our children, because we are either parents, or are living in the fond anticipation of occupying the parental relation.

We know and we feel that the future weal or woe of the nation hangs upon the fitness of our children's ability to fulfill the duties of citizenship, and competency to guide the ship of State.

They are the nation of the near future, as the present generation must soon step off the stage of action, and our children must, of necessity, occupy the places we now hold.



This is an age of unparalleled improvements in the commercial, scientific and literary progress of the world, and the demand of the future calls for abilities of the highest order, requiring more advanced education and greater powers of thought, in order to be qualified for filling the varied duties and responsibilities of life. How can we but feel that our children should be properly prepared for these things?

Whatever else we may desire, we do *not* wish that our children shall live as *we* have lived, and we do not wish that their lives prove failures. We wish them something *better*, and we would screen them from the annoyances and troubles in life which we have experienced, and to aid us in effecting this result, we make the subject of training children one of as close thought and extensive reading as possible, and form conclusions, aided by the knowledge we have thus gained; and these conclusions often develop into pet theories, which we feel must form infallible guides to safe ends in the journey of our children through life.

But alas, for these pet theories! How often do they fail! And how sad are many of the failures!

We see around us the poor, neglected boy, self-developing and attaining the highest altitudes of humanity, and on the contrary—*our children*—those on whom we so fondly doted, those whom we thought were trained up under the influences of the most wholesome restraints, properly and thoroughly educated; those whom we expected to know, to feel and to do only what is right; those we see rudely tramping upon virtue and honesty, and “wallowing in the sloughs of iniquity.”

Thus our pet theories, which cost us so much time, hard study and anxious thought, are doomed to become the most signal failures, and our prayers seem to be answered by giving us the most complete disappointment.

Something is wrong or this could not be the case. Why this failure?

Does it not lie in the fact, that while the *mental* and *moral* training of our children should be strictly attended to, it is equally criminal to neglect their *physical* training?

Health is the foundation upon which all correct mental and moral training rests. All the dispositions, tempers and thoughts depend upon it. Dr. Augustus K. Gardner, of the New York Medical College, truly says:

"Few very healthy men are deeply depraved. This natural happiness drives away temptation from many; and vigor of body is the basis of a robust morality."

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### THE TEACHER'S WORLD'S FAIR PARTY.

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One of the biggest things to occur in North Carolina this year will be the departure of five hundred teachers and their friends, on August 14, for a twelve-day visit to the World's Fair at Chicago. The trip will be under the auspices of the North Carolina Teachers' Assembly, and on the same plan as have been all previous trips conducted by the editor of THE NORTH CAROLINA TEACHER.

The visit to Chicago is the easiest to arrange of all the trips that we have undertaken, because "everybody wants to go." Besides, we have secured such reductions of expenses on railroads and at hotels as are perfectly satisfactory to us, and are amazing to persons who will pay nearly twice as much as our party to see the World's Fair. While other people will pay from fifty to seventy-five dollars, we will expend only *thirty-five dollars*. This amount will include first-class railroad fare to Chicago and return, comfortable rooms for seven days at our hotel, meals for that time at first-class restaurants, railroad fare to and from the

Exposition grounds, and four tickets of admission into the World's Fair.

Persons who desire sleeping-car berths and meals along the journey will provide these extra as they may see proper. No fixed price for a trip or tour ever includes sleeping-car berths or meals on the route. It is considered that in short trips lunch will be carried sufficient for the journey, while the sleeping-car is a luxury and not a necessary expense, to be indulged in by those who are willing to pay for it. Sleeping-car accommodations will be provided, however, for all members of our party who want them, and two persons may easily occupy a double berth, thus saving expenses to each one.

The privileges of THE TEACHER'S visit to the World's Fair "are available to teachers and their friends," just as is membership in the Teachers' Assembly. The party will be a select and congenial company of pleasant traveling companions, and no person will be admitted who is not well recommended and properly vouched for. All arrangements of the trip will be the same as if provided for a pleasant family of mutual protectors.

The editor of THE TEACHER has no financial interest or profit whatever in this trip, it simply being his policy and desire, for the good of our State, that the teachers shall be enabled to "see as much as possible of the world, and at the least possible expense to them." We will secure all rates for the trip, as heretofore, and members of the party will pay their own bills, and thus they can very frequently save something when they want to specially economize.

We are now receiving daily from ten to thirty applications for membership in our party, and the number will quickly go far beyond the limit of five hundred persons. The final details of the trip will be arranged by May 1, and in order that no acceptable person who wants to join the party shall be disappointed, a deposit of \$10 will be



required on or before the first of June. This amount will be placed to your credit, as advance payment on the price of the railroad ticket. If, for any reason, after the deposit is made, you should find it impossible to make the trip, and will notify us before July 1, the full deposit will be returned, but no advance payment can be returned after that date, as it will then have been paid on your ticket, and your accommodations for the trip will be secured.

We intend that no teacher or friend of education in North Carolina shall be disappointed in this trip, and all you have to do is to send your names in time for arrangements to be made for you, and forward the deposit when it is due. These are simply business rules adopted by railroad companies, and we are perfectly willing to conform to them as they promote our interests and comfort.

There are always some extra expenses in every undertaking in which any person has engaged, and of course our visit to the World's Fair cannot be expected to be an exception to the rule. THE TEACHER'S trip provides solely for a visit to the World's Fair, and if persons want to also enjoy the sights and amusements of Chicago, sleeping-car berths and attendant expenses, it will be necessary to have about \$15 or \$20 above the \$35, which only pays for *actual necessary expenses*. We will secure, however, for our party, special reductions at all theatres, concerts and other places of amusement which we will want to attend.

Our headquarters in Chicago will be the Harvey House, which is in a suburb of Chicago, on the Illinois Central Railroad. All trains stop at Harvey, and we can go into the city every twenty minutes, for about fifteen cents. The elegant Harvey House is a new first-class hotel, built under the auspices of the Woman's Christian Temperance Union, and its capacity is about three thousand guests. The hotel encloses an entire block, with a lovely court and flowers in the centre, and therefore every room is an "outside room," which adds greatly to the comfort of hotel life. Break-

fast may be ordered at the Harvey House restaurant, and other meals of the day can be easily secured within the Exposition grounds at very moderate prices. It is as easy and quick to reach the Exposition from the Harvey House as from any hotel in the centre of Chicago.

Our party will be amply provided with chaperons from among our own select company, who will carefully look after the welfare and comfort of all young ladies who may have no relatives or special friends on the trip; therefore, no young lady need hesitate for a moment about joining our party, simply because she may not be, at the beginning of the trip, acquainted with any other person in the party, and the editor will have general oversight of the comfort every person belonging to his party.

We will have two special trains for our use, running through to Chicago, within twenty-two hours time, without change of cars. Our route going is over the Chesapeake & Ohio Railroad, from Charlottesville, Va.; returning, over Baltimore & Ohio to Washington City.

Do not try to carry a trunk with you. You will not need it, and it will be greatly in your way, to trouble you at the most unexpected times. You will need only a small valise for your linen and one extra dress. Only two dresses will be necessary for a woman—one for traveling and one short walking-dress for street wear. Do not put too many things in your valise. Travelers often realize how very few things are needed on any kind of journey. A change of linen, four collars and cuffs, and one extra walking-dress is sufficient for any ordinary journey that is shorter than a month. A man on a trip of ten or fifteen days will find use for only a change of linen with six collars and four pairs of cuffs. It is much cheaper to send your linen frequently to the laundry than to have the care and responsibility of looking after a heavy trunk.

Further particulars of the trip will be given from time to time in **THE TEACHER**.

## SOME GOOD BOOKS FOR TEACHERS.

A few months ago we offered to send *THE NORTH CAROLINA TEACHER* for 1893 to each of twenty teachers who would promise to read at least three educational books during the year. The offer created a new interest in professional reading, and the twenty names were quickly enrolled. Many other names have been sent in since the completion of the list, but we are so pleased to know that more educational reading is to be done that each person has been made a complimentary subscriber to *THE TEACHER* for this year.

In response to numbers of inquiries from teachers, as to what are the most practical professional books for reading, we give the following list, which we have carefully selected, and which is believed to contain the most practical, valuable and helpful aids to teaching that can be had by those who are engaged in the work with an honest desire to excel:

Page's Theory and Practice of Teaching-----	\$ 1.00
DeGraff's School-Room Guide-----	1.50
One Thousand Ways of One Thousand Teachers-----	1.50
Evolution of Dodd-----	25
Hughes' Mistakes in Teaching-----	1.00
Wickersham's School Economy-----	1.50
Sweet's Method of Teaching-----	1.20
Raub's Method of Teaching-----	1.50
Hewett's Pedagogy-----	1.00

Any three of these books, carefully read and studied by teachers, will make their work fifty per cent. more pleasant and successful, and of incalculable value to the pupils in their schools. The books may be easily obtained of any bookseller, or Messrs. Alfred Williams & Co. will send them to any address, post-paid, on receipt of price. There are a great number of excellent books upon teaching now published for the profession, and we will give a complete list soon.



## OUR PUBLIC SCHOOLS.

Hon. S. M. Finger, State Superintendent of Public Instruction, in retiring from office makes a very interesting and elaborate biennial report for 1891-'92.

The following items of information from the report for the year 1892 will interest every friend of public education:

Total amount of public school fund, exclusive of special tax for city graded schools .....	\$ 775,449 63
Total disbursements of above fund .....	760,991 04

In addition to this sum about \$225,000 is raised for city graded schools, by special taxation—making the grand total of public school fund \$1,000,449.63.

Rate of school taxation, 15 cents on .....	\$ 100 00
Annual increase of fund since 1890 .....	60,000 00
Average length of school term .....	3¼ months

The \$60,000 increase of fund lengthened the school term about six days, it requiring \$10,000 each day while the public schools are in operation.

Average salary of white male teachers .....	\$ 26 20
Average salary of white female teachers .....	22 72
Average salary of Negro female teachers .....	20 14
Average salary of Negro male teachers .....	23 33
School census, 6 to 21 years of age .....	598,256
Enrollment in schools .....	335,358
Average attendance .....	198,747

While the census has *increased* from 4,000 to 10,000 annually since 1887, the attendance has *decreased* from 2,000 to 5,000 since 1887.

Number of public school teachers, white .....	4,524
Number of public school teachers, Negro .....	2,426
Number children studying North Carolina History .....	19,222
Number children studying United States History .....	15,887

There are 3,335 more children studying the history of North Carolina than there are studying United States history.

Amount of school taxes paid by whites .....	\$ 409,558 86
Amount of school taxes paid by Negroes .....	70,185 63
Amount paid for teaching whites .....	390,325 82
Amount paid for teaching Negroes .....	193,496 98
Number of polls returned for taxation .....	219,704
Percentage of white polls .....	71
Percentage of Negro polls .....	29
Percentage of white polls not collected .....	6½
Percentage of Negro polls not collected .....	28

As a large part of the school fund is derived from the poll-tax, the record shows that very few Negroes list themselves for poll-taxation, and even of the number listed nearly one-third will not pay the tax. It is evident that the laws should be amended in regard to this matter.

The whites receive in schools \$19,233.04 *less* than they pay in taxes; the Negroes receive in tuition \$123,311.35 *more* than they pay in taxes.

Number private schools reported .....	451
Number counties reporting private schools .....	67

This is the most inaccurate part of Superintendent Finger's report. Twenty-nine counties are omitted from this list, even including Wake among the missing counties, and there is no mention whatever of the six splendid private schools at the Capital. It seems that the existence of Saint Mary's School, Peace Institute, Raleigh Male Academy, Saint Augustine Normal School, Shaw University, Estey Seminary, all flourishing institutions in Raleigh, might have been known, even though no regular report of them was sent in. As this list, however, has no connection with the report, we presume that no care is given as to its correctness.

Major Finger recommends that the rate of taxation for public schools be increased from the present fifteen cents to

twenty cents on the \$100 property valuation. This will add about \$120,000 to the school fund, and will provide an average of four months for the schools, as is required by the Constitution.

Among the amendments suggested by the County Superintendents are the following:

1. Require Superintendents to visit schools.
2. Forbid the employment of near relatives of any of the committeemen in the district.
3. Provide books for children that are too poor to buy them.
4. Have no third-grade certificates.
5. Have all terms of county school officers four years instead of two.
6. Return to General Fund for re-apportionment all funds unexpended by the districts, unless held for building school-houses or debts already contracted.
7. Have township committees instead of district committees.
8. Have separate tax-list for School Fund made out by County Superintendents.
9. Have compulsory attendance.
10. Fix date more definitely for census to be taken. Should be taken just before apportionment of the fund.
11. Unite several counties in the Institute work.
12. Require all teachers, as soon as they have made contracts to teach, to report the fact to the Superintendent, and have all contracts made in writing, and a record made of them.

This excellent report shows that the Negroes pay very little taxes except for schools, and for the schools they pay only about one-third as much as they receive from the State. And yet, some crank at the North is frequently saying that the South does not treat the Negroes fairly in the matter of education. The Negro pays one-third and receives two-thirds, and yet "he does not have justice!"



THE COMMITTEES ON EDUCATION.

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It is generally conceded that the Legislature of 1893 is one of the ablest and most progressive ever seen in North Carolina. The Speaker of the House of Representatives, Hon. Lee S. Overman, and the President of the Senate, Hon. R. M. Doughton, are careful, conservative and able statesmen, and it seems that they have specially favored the interests of education in North Carolina in their wise selection of members of the Committees on Education.

The teachers of our State are more largely interested in the work of these Committees than of any others in the General Assembly, and it is both a pleasure and a pride to state that the Education Committees for this session of the General Assembly are the best that we have ever known. They are composed of men who love the cause of education, several of the members being teachers or school officers of noted reputation and success.

The Senate Committee comprises Mr. JACOB BATTLE, Chairman, with the following associates: Messrs. James, Olive, Cheek, Pettigrew, Patterson, Sherrill, Aycock, Newell, Leatherwood, Pou and Schoolfield.

Mr. Jacob Battle, Chairman of the Committee, was born in Edgecombe County on January 16, 1852, where his father, T. W. Battle, Esq., now resides, and where Elisha Battle, the ancestor of the prominent Edgecombe family of "Battles" settled in colonial times. He was prepared for college by Mr. Ralph H. Graves, whose school at Belmont was one of the best in the State. He was at our University from 1866 to 1868—that is, he went through the Freshman and Sophomore years—taking first distinction with Dr. R. H. Lewis (now of Raleigh), President Winston of the University, and the late Professor Ralph H. Graves, the son of his old instructor.

When the University suspended work in 1868, Mr. Battle, with a number of other Chapel Hillians, went to the University of Virginia, where he remained for four years, from 1868 to 1872. He took the degree of Master of Arts in 1872 with three others. No North Carolinian had ever before taken that degree.

He married Miss Ina J. Steele, at Yorkville, South Carolina, in 1874, and studied law after his marriage. Was licensed in 1876, and has since then been residing in Nash County and practising law at Rocky Mount.

The "House Committee" is composed of Professor MARTIN H. HOLT, Chairman, with Messrs. Starnes, Robertson, Jones of Caldwell, Gilmer of Haywood, Norwood, Spruill, Rucker, Erwin of Cleveland, Wood, Hoyle, Eure, Shepard, Blue, Walker, Williamson, Parker of Perquimans, Crews, and Taylor of Granville, as associate members.

Professor Martin H. Holt, Chairman of the Committee, is a well-known North Carolina teacher. He was born at Hillsdale, in Guilford County, January 9, 1855, being just thirty-eight years old this month.

He belongs to the well known family of Alamance Holts, which has given us so many men well known in manufactures and politics, as well as one of our best Governors. He is a descendant of Isaac Holt, who was living on the Alamance Battle Ground at the time of the battle of the Regulators, and who aided the cause of the colonists by repeated liberal gifts of supplies during the Revolution. He is a great-grandson of Isaac Holt, who represented Orange County in the Legislature of North Carolina for a term of years from 1812 to 1820. Isaac Holt's brother, Michael, was the grandfather of Governor Thomas M. Holt. Professor Holt's father, John F. Holt, moved to Oak Ridge in 1858, where young Martin spent his early years. He finished his academic education at Oak Ridge Institute, after which he took a higher and very thorough course in

Greek, Latin, French, German and Mathematics under well-known and distinguished teachers. He has been a teacher all his life, beginning at the age of twelve.

In 1878 he and his brother, Professor J. Allen Holt, conceived the idea of starting a fitting preparatory and business school at Oak Ridge Institute. Beginning on a small scale with a small school in an insignificant house, they have built up a school which is justly the pride of North Carolina. At the present time the value of the Institute buildings is estimated at \$50,000, all of which they have put there by their unaided efforts. The enrollment of this Institution is annually about three hundred from all over the South. In addition to the college-fitting department, presided over by able teachers, they have a thorough Business College Department well known all over the State.

Professor Holt was nominated for the Legislature by the people of his native county in spite of his wishes and protests, and was elected by a handsome majority.

Our people may look with confidence to the most careful consideration by these Committees of every matter submitted to the General Assembly affecting the educational interests of North Carolina.

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### BOTH SIDES SHALL BE HEARD.

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*Editor North Carolina Teacher:*

It is remarkable that taints of "*old fogysm*" will seize even our leading educators.

In the December number of THE TEACHER "The School-master" is quoted as being disgusted with a recitation in grammar in which a noun is defined as "*a name-word*," an adverb as a "*how, when, or where word*," etc., etc.



Now, I was surprised at the evident endorsement of this article by our editor of THE NORTH CAROLINA TEACHER, since one of his best editorials in a previous number was on brevity; headed, "Learn to be Short."

Of all the useless labor, productive of evil results, learning long, *ambiguous*, *abstruse* definitions seems to me the worst. For eleven years I have taught grammar with and without a text-book, and I have had children in the third grade who were taught that all *name words* were *nouns*, all words which answer the questions, *How? When? Where?* are *adverbs*, all *telling words* are *verbs*, etc., etc., parse as readily as those in the fifth or sixth grades, who memorized long definitions. Of course this was confined to simple English.

If they had been taught the definition, "An *adverb* is a word which modifies a *verb*, an *adjective* or another *adverb*," they would have been confused until maturity.

A SCHOOL-MISTRESS.

Jug Tavern, Ga., Dec. 29, 1892.

[The criticism of "The School-master" was intended to denounce so-called "language lessons," which many deceived teachers are persuaded to believe take the place of technical grammar. THE TEACHER is "old foggy" enough to have no sympathy whatever with most of the books entitled "language lessons," which, for purposes of teaching a child to read and write the American language correctly, are not worth even the paper upon which they are printed.

There are certain arbitrary rules for the proper construction of our language which must be fixed in the memory of a child, and cannot, successfully be displaced by a substitute. When these fixed grammatical facts are omitted in the education of a child, there will be a very serious defect in its understanding of our language. All definitions should be long enough to unmistakably convey their meaning.—EDITOR.]

## TRUE MANHOOD.

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LABOR, calling, profession, scholarship, and artificial and arbitrary distinctions of all sorts, are incidents and accidents of life, and pass away. It is only manhood that remains, and it is only by manhood that man is to be measured—*Josiah Gilbert Holland.*

The noblest ambition of life is to attain the highest possible standard of true *manhood*. The first man was made in the likeness of God, and, therefore, manhood is God-like, and the nearest we approach manliness the more we become like God, the creator. With this life-object in view the blacksmith may be nobler than the most exalted statesman, and the teacher may be greater than a king. Manhood is mortal perfection, and it is the only true measure of worth of each human being, according to the standard fixed by the Creator of mankind.

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## ESSAY ON BOYS.

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At a recent board school examination for girls, one of the tasks was an essay on boys, and this was one of the compositions, just as it was handed in by a girl of 12: "The boy is not an animal, yet they can be heard to a considerable distance. When a boy hollers he opens his big mouth like frogs, but girls hold their tounge til they are spoke to, and then they answer respectable and tell just how it was. A boy thinks himself clever because he can wade where it is deep, but God made the dry land for every living thing, and rested on the seventh day. When the boy grows up he is called a husband, and then he stops wading and stays out nights, but the grew up girl is a widow and keeps house."

## IN THE SCHOOL-ROOM.

### HOW TO USE THE PEN.

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Every time you are tempted to say an ungentle word, or write an unkind line, or say a mean, ungracious thing about anybody, just stop; look ahead twenty-five years, and think how it may come back to you then.

Let me tell you how I write mean letters and bitter editorials. Sometimes when a man has pitched into me and "cut me up rough," and I want to pulverize him and wear his gory scalp on my girdle, and hang his hide on my fence, I write a letter or editorial that is to do the business. I write something that will drive sleep from his eyes and peace from his soul for six weeks. Oh, I do hold him over a slow fire and roast him! Gaul and aquafortis drip from my blistering pen. Then I don't mail the letter, and I don't print the editorial. There's always plenty of time to crucify a man. The vilest criminal is entitled to a little reprieve. I put the manuscript away in a drawer. Next day I look at it. The ink is cold; I read it over and say, "I don't know about this. There's a good deal of bludgeon and bowie-knife journalism in that. I'll hold it over a day longer." The next day I read it again. I laugh, and say, "Pshaw!" and I can feel my cheeks getting a little hot. The fact is, I am ashamed that I ever wrote it, and I hope that nobody has seen it, and I have half forgotten the article or letter that filled my soul with rage. I haven't hurt anybody, and the world goes right along, making twenty-four hours a day as usual, and I am all the happier.

Try it, my boy. Put off your bitter remarks until to-morrow. Then, when you try to say them deliberately, you'll



find that you have forgotten them, and ten years later, ah! how glad you will be that you did! Be good-natured, my boy. Be loving and gentle with the world, and you'll be amazed to see how dearly and tenderly the worried, tired, vexed, harassed old world loves you.—*R. J. Burdette.*

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### WHAT "DR. LEMON" WILL DO.

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Do you want to know the name of one of the best all-around household doctors, and certainly the cheapest that can be found in any country?

It is Dr. Lemon. Yes, an ordinary, sour, yellow lemon, which you can buy at any grocery for a few cents.

Here are some of the things Dr. Lemon will do for you if you give him the chance.

Squeeze him into a glass of water every morning and drink him with very little sugar. He will keep your stomach in the best of order, and never let Mr. Dyspepsia, whom he hates cordially, get into it.

If you have dark hair and it seems to be falling out, cut off a slice of the Doctor and rub him on your scalp. He will stop that little trouble promptly.

Squeeze him into a quart of milk, and he will give you a mixture to rub on your face night and morning, and get a complexion like a princess.

Pour him into an equal quantity of glycerine and rub your hands with the mixture before going to bed. If you don't mind sleeping with gloves on, that is better still, and helps the Doctor considerably in his task of whitening your hands. In the morning wash your hands thoroughly in warm water and apply the Doctor again pure, but only a few drops of him this time. You must not keep this up too long, or your hands will show such a dazzling whiteness as to make all the other young ladies in the vicinity jealous.

If you have a bad headache cut Dr. Lemon into slices and rub these along your temples. The pain will not be long disappearing—or, at least, in growing easier to bear.

If a bee or an insect stings you clap a few drops of the Doctor on to the spot, and you will find yourself the better for it.

If you have a troublesome corn the Doctor can be again put to good account by rubbing him on the toe after you have taken a hot bath and cut away as much as possible of the troublesome intruder.

Besides all this the Doctor is always ready to sacrifice himself in the cause of Russian tea—slice him in without sugar—or in the preparation of old-fashioned lemonade, than which no drink is more wholesome.

Altogether, Dr. Lemon is an individual few people can afford to get along without.

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### WHAT A LAUGH DOES.

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Dr. Greene says that there is not one remotest corner or little inlet of the minute blood vessels of the human body that does not feel some wavelet from the convulsions occasioned by good, hearty laughter.

The life principle of the central man is shaken to the innermost depths, sending new tides of life and strength to the surface, thus materially tending to insure good health to the persons who indulge therein. The blood moves more rapidly and conveys a different impression to all the organs of the body as it visits them on the particular mystic journey, when the man is laughing, from what is done at other times.

For this reason every good, hearty laugh in which a person indulges tends to lengthen his life, conveying, as it does, new and distinct stimulus to the vital forces.

IF YOU LISP READ THIS.

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Susanna Snooks sings sad, sweet songs, she sees soft summer skies;

Strange sunset shades sift silently—she somewhat sadly sighs;

Soliloquizingly she strays, sweet songsters shyly sing,  
She sees slim spruce's slanting shades surround some sparkling spring.

Still southward silently she strays. She spies shy Simon Slade.

"Stop, Simon!" says Susanna Snooks. Still sifts sweet sunset's shade.

Sly Simon six snug satisfying squeezes slyly stole;  
Susanna snickered. Simon stayed. Sick, silly, spoony soul.

Susanna's sire saw some shy suspicious stranger stray,  
Saw Susan say, "Stop, Simon Slade!" Saw simple Simon stay,

Stern sire sought some solid stick—serenely slyly slipped.  
Susanna saw. She shrilly shrieked, "Skip Simon!" Simon skipped.  
—*Chicago Herald.*

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DO YOU KNOW THIS?

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If the shortest possible line for a vessel to follow between Panama and Hong Kong were drawn, what relation would it bear to the Sandwich Islands? It is safe to say not one person in 50,000 knows. Did you say it would pass south of them? Not by thousands of miles. The line will pass east of San Francisco and will cut the Aleutian Islands, 'way up among the icebergs and polar bears.—*Buffalo Express.*



HE PANTS FOR FAME.

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A boy in the Wichita schools has been suspended for reading the following essay on "Pants," says the *Guthrie State Capital*:

"Pants are made for men and not men for pants. Women are made for men and not for pants. When a man pants for a woman and a woman pants for a man, they are a pair of pants. Such pants don't last.

Pants are like molasses; they are thinner in hot weather and thicker in cold. The man in the moon changes his pants during the eclipse.

Don't you go to the pantry for pants, you might be mistaken. Men are often mistaken in pants. Such mistakes make breeches of promise.

There has been much discussion as to whether pants is singular or plural. Seems to us when men wear pants they are plural, and when they don't wear any pants it is singular.

Men go on a tear in their pants, and it is all right, but when the pants go on a tear it is all wrong."

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WHAT AM I?

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I travel each day full many a mile,  
Yet never get out of my bed;  
And my mouth, it increases the faster I run,  
Till it's greater by far than my head.

—A RIVER.

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"GOOD HEALTH, calm nerves, good friends and a modest opinion of herself," are the results of a college education to a girl, in the opinion of Mrs. Alice Freeman Palmer, and no better judge of the results of such training can be found than the ex-President of Wellesley.

TWO USEFUL THINGS.

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There are two things that I never travel a day's journey without; one is my tooth-brush, which I need after every meal, for I don't want to go into the next world toothless, much less through this. I want my good, strong, white even teeth, which cost me years of infant agony, and led to innumerable howls, but never enriched a dentist. I want them to eat with, to laugh with, possibly I may even want to gnash them, when I shut down my trunk lid on my fingers, for an instance, and then they must be firm-rooted to stand the strain. So I keep them in good order, as one of the duties I owe the House Beautiful of which they are the Ivory Gates.

The next thing I must have is a lemon. It is easy to get as far as Gail Hamilton from a lemon, and I don't mind telling you that I use a half lemon for soap. That is, I just swab my face and hands with it before retiring, and it wipes out every freckle and keeps my skin as clear as wax. Some people like freckles. I don't. I tried face massage and lotions, but the freckles never budged. Now I haven't a single one, and it's all owing to the potency of a lemon.—*Virginia True.*

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IT CANNOT be too often repeated to the scholar that only a *slow* and *well considered* practice leads to the right goal. In slow practice the requisite clearness and equality of touch is formed, the fingers learn in a much shorter time to find their way with certainty, and with the increasing feeling of security the pupil gains the self-confidence so necessary to a correct delivery.—*Plaidy.*

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EVERY PUPIL should have a daily lesson in oral spelling.

NATURAL WONDERS.

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The polypus, like the fabled hydra, receives new life from the knife lifted to destroy it. The fly spider lays an egg as long as itself. There are four thousand and forty-one muscles in one species of the caterpillar.

Hook discovered fourteen thousand mirrors in the eye of the drone; and to effect the respiration of a carp, thirteen thousand three hundred arteries, vessels, veins, bones, etc., are necessary.

The body of every spider contains four little masses pierced with a multitude of imperceptible holes, each hole permitting the passage of a single thread; all the threads, to the amount of one thousand to each mass, join together when they come out, and make the single thread with which the spider spins its web; so that what we call the spider's thread, consists of more than four thousand, united.—*Exchange.*

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LETTERS WERE REAL LUXURIES.

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An old almanac for 1814 gives the following as the rates of postage prevailing at that time: "For every single letter by land, for 40 miles, 8 cents; 90 miles, 10 cents; 150 miles, 12½ cents; 300 miles 17 cents, 500 miles, 20 cents, and for more than 500 miles, 25 cents. No allowance to be made for intermediate miles. Every double letter is to pay double the said rates; every triple letter, triple; every packet weighing one ounce, at the rate of four single letters each ounce. Every ship letter originally received at an office for delivery, 6 cents. Magazines and pamphlets, not over 50 miles, 1 cent per sheet; over 50 miles, and not exceeding 100 miles, 1½ cents per sheet; over 100 miles, 2 cents per sheet.



# EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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## THE NEW YEAR’S WORK.

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WE enter upon the work of the New Year with a new Superintendent of Public Instruction. But Hon. John C. Scarborough is not a stranger to our people and to our schools, he having already previously served the State for eight years, most acceptably, as Superintendent of Public Instruction, during which time more general progress was made in educational affairs than under any other administration. In consideration of this fact we confidently expect great things for our schools during the next four years. Mr. Scarborough has received the public schools in good condition from his predecessor, and it will not be long before his energetic and progressive policy will bring about many improvements in matters of public education. Under the law, Mr. Scarborough also becomes chairman of the Board of Trustees of the Normal and Industrial School for Young Women, and the wisdom of his patriotic conservatism will be seen in the management of that institution. The whole State is enjoying a better financial condition than for several years, and if the hearty co-operation of every teacher, school committee, and other school officers is secured, eighteen hundred and ninety-three will be “a year of big things for North Carolina.” Mr. Scarborough

is a southern man, who devoutly believes in the South, and the possibilities of the South, and he also cherishes a very high principle of State pride and honor, and when these exalted principles control the acts of a public officer his State is sure to receive a great benefit from his administration of her affairs which pertain to his department.

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### SHORT LESSONS WELL LEARNED.

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For several months past we have been receiving letters from parents of children in school, stating that the lessons assigned each day for the pupils to prepare are too long. During the first week in January five complaints along this line have been personally made to us, saying that the lessons assigned to the children were so long that it was absolutely impossible for a child to prepare them without several hours' assistance from the parents, to the exclusion of all the usual social pleasures of home life. These complaints became so general that we decided to carefully and fully investigate the matter. The result of the investigation showed that the complaints of the parents were just and reasonable. We found that children in graded schools, private schools, and colleges for boys and girls, are given for each lesson from two to five pages in grammar, three to ten pages in literature, five to fifteen pages in history, two to six pages in arithmetic, two to four designated lessons in geography, two to four pages each in Latin, Greek, French and German, three to eight pages in the natural sciences, and of other branches about the same proportion. In many of these cases one page would have been a very hard lesson to master well. Upon further examination of the lessons, it was found that their length was far beyond the capacity of any child to prepare properly within the time allotted to them. In every instance less than one-

half of the matter well understood would have been a long and hard lesson, and of much more benefit to the pupil than so many pages improperly prepared for recitation. As a consequence of such long lessons the parents are forced to become the actual teachers of the child, while the nominal teacher in the school-room is compelled, by reason of limited time, to be simply a hearer of recitations. The mental powers of the child are taxed beyond reason and their capacity, its education is built upon a false basis, and when the boys or girls have finally struggled through graduation, they are found to be only "smatterers" in many subjects, and thorough in none. The main object of teaching is not to rush a child through a text-book in the shortest possible time, but it is to fix permanently in the mind of the child the greatest possible amount of information from the book.

'Tis better a single page well learned,  
Than many pages wearily turned.

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WE THANK our friends most truly for so many prompt renewals of subscriptions at the beginning of the New Year. We feel quite sure that you will find THE TEACHER for 1893 even better than ever before.

A SAMPLE copy of "The North Carolina Spelling-Book" will be sent to any teacher by the publishers for examination with a view to adoption, postpaid, for fifteen cents. If the book is not adopted, and is returned to the publishers, the full amount paid will be refunded.

IT IS MOST gratifying to the author to know that the new patriotic State song, "True to North Carolina," has become immediately popular throughout the State. The song occupied a very important place on the programmes of a number of school entertainments during the holidays.



IT IS EXPECTED that Vice-President Adlai E. Stevenson and his charming family will attend the session of the Teachers' Assembly at Morehead City in June, and there will be the largest crowd ever seen at the Atlantic Hotel. There will be a great gathering of the people of our State to greet this famous son of North Carolina.

WE WOULD be glad to have you send to us for publication in "At Recess" department, any bright or witty remark, or incident that may occur in your school-room. It is well known that the smartest things in the world of humor are said by children unconsciously, and these bright and amusing sayings we want to perpetuate.

IF YOU USE "Williams' Beginners' Reader" with your youngest pupils before they commence the First Reader, you will find their progress much more rapid, and your work will be very much easier and more satisfactory. Teachers of large study of the child and many years experience in teaching have prepared the book, with a thorough knowledge of just what the little child needs to help it most in the first days in school.

NORTH CAROLINA teachers have to prepare for two great occasions this year—the grand meeting of the Teachers' Assembly in June and the trip to the World's Fair in August. No enterprising teacher can even think about being absent from the Assembly this summer, and it is quite certain that North Carolina will be largely and well represented at Chicago during the Exposition. The teachers of North Carolina will be more largely represented at the World's Fair than any and all other classes of people in our State.

FEW PERSONS in North Carolina have enjoyed the holidays so much as the teachers. They have done considerable visiting throughout the State and have enjoyed many pleasant meetings with one another. It has been our

pleasure to give a friendly hand-shake to several hundred members of the brotherhood while stopping over in Raleigh or passing through the city. There seems to prevail general encouragement as to bright prospects for a successful New Year's work, and we do not think there will be many disappointed expectations.

WE WILL present a handsome book to the boy or girl, in school, who will send us the best condensed form of a telegraphic message, of the usual ten words, for the "Bride's Telegram," which was published in December number of THE TEACHER. The "Telegram" contains two hundred and thirty words, costing \$12.57, yet the entire message could have been easily expressed in ten words, and sent for twenty-five cents. Teachers should take advantage of all these opportunities for impressing common-sense business ideas and habits upon the minds and lives of their pupils.

THE EDITOR OF THE NORTH CAROLINA TEACHER will present a handsome State flag of North Carolina to the County Teachers' Council or Association that sends the largest number of teachers to the Assembly in June at Morehead City. The flag will be of best quality bunting, 3 x 6 feet, for hanging in the school-room, and it will be a proud banner of progressive education. Every teacher attending the Teachers' Assembly from a county will be accredited to the Teachers' Council of that county; but if there is no organization of the teachers in the county, the flag will be presented to such school as may be chosen by the Teachers' Assembly.

SEVERAL OF OUR excellent college journals have special departments entitled "Y. M. C. A. Notes." We suppose it means "you must come again," or anything else that the initials will fit, as we do not know of any regular organization bearing as a name simply the initial letters "Y. M. C. A." The uninterested public have very little

interest in a secret society named "Y. M. C. A.," or any other meaningless initials which careless writers and speakers try to force upon a sensible public in lieu of a true name for a society. The "N. E. A." and the "S. E. A." murderers of the American language have about disappeared. Now let the press make a crusade upon the "Y. M. C. A." abbreviators of our language.

MESSRS. ALFRED WILLIAMS & CO. now have in preparation a book of "Forty Songs for School Exercises." The book will include all our State songs, with many popular sacred and secular pieces for the opening and closing exercises of school. It is strictly for school purposes, and teachers will find that the book is the very thing they want. The price will be only twenty-five cents, being made very low in order that every school in the State may use the book. We believe it to be the best collection in existence of songs for school, Institute or Teachers' Assembly purposes. The book is not "padded," as are all other books of the kind, but every song is a gem, carefully selected, and each gem is for use in the school-room.

THE TOTAL expenditures for the public schools of the United States for the year 1892 was \$143,110,218, while the iniquitous and fraudulent pension bill for reputed Federal soldiers was over \$180,000,000! It is estimated that nine-tenths of the claimants for pensions are "humbugs of the first water," therefore not more than \$20,000,000 should be appropriated for pensions, while \$250,000,000 ought to be applied to the proper education of our children for useful citizenship. The "pension swindle" is the most gigantic stain upon the proud history of our country, and it is devoutly hoped that the new Congress will permanently remove this foul blot from the good name of America by a thorough and careful revision of the notorious pension list.



WE RETURN our profoundest thanks for many letters from fathers and mothers who have sons in the colleges, expressing enthusiastic approval of our position concerning match-games of peripatetic foot-ball teams. When THE TEACHER has the unqualified endorsement of a very large majority of the people and the parents in a position, it feels fully assured that its position is right beyond question. THE TEACHER most emphatically asserts again and again that it is heartily in favor of *college athletics*, both for boys and girls, but it is equally as emphatically opposed to all public match-games between colleges. The people of Atlanta recently presented a silver *punch bowl* to a victorious college foot-ball team. Will some college president, who has a peripatetic foot-ball team, explain the significance of that presentation and the uses to which the gift is intended to be applied?

THE EDITORIAL in December number of THE TEACHER on the evils of inter-collegiate ball games has met almost universal endorsement by the people of the State. Both the religious and secular press have commented most favorably upon the position held by THE TEACHER, and it is becoming evident that our colleges will be compelled either to lose many of their students or discontinue the peripatetic ball teams. A wealthy gentleman at the Capital, who has a bright boy preparing for college, said to a party of ladies and gentlemen a few days ago, in our hearing, "I shall not permit my son to enter any college in this country that encourages a tramp ball team." These are his exact words, and he was applauded by the entire company. No college can afford to resist strong public sentiment on a moral question such as relates to the evils of inter-collegiate ball games. If contests are necessary between colleges, let them be battles of brains instead of useless trials of muscle. A parent would be much prouder to read in a newspaper that his boy

was victor in an oratorical or other literary contest, than that he had knocked down and run over more boys in a ball game than had any other member of the team.

THERE SEEMS to be a desire, both on the part of school officers and patrons of the schools, that a law be enacted by the present General Assembly which shall compel every child in North Carolina to attend school, either public or private, for at least sixty months, between the ages of six and twenty-one years. The people generally desire such a law. If it is right to compel the citizens of a State to pay taxes for the support of public schools (which no reasonable person doubts), then surely it is equally right that when the schools are established the children should be compelled to attend. If any one child need not go to school then none should be expected to attend, and thus the public school system will be a failure. If any parent may, or may not, as he sees fit, send his child to school, then the citizens should also have the privilege of paying or not paying taxes for building houses and employing teachers for public education. The State should not only be *right*, but *consistent*, in its laws for the education of its people. It is neither right nor consistent for the State to compel any citizen to pay taxes for the purpose of establishing a school in a district, and when the school is opened and the teacher employed, to allow the children, or any one child, of the district, to stay away from the school. No citizen is exempt, upon his own volition, from the taxation, nor should any parent, of his own volition, keep his child out of the public school, unless such child is attending some private school.

THE FOLLOWING very sensible advice to teachers is by Dr. C. W. Bardeen, editor of the *School Bulletin*, of New York:

Every teacher in America is being deluged with circulars urging them to make investment at once to secure hotel accommodations at Chicago

next summer. The schemes are all philanthropical; every projector is disinterested, giving his time and money now in pure apprehension lest the crowds that go to Chicago will have no place to sleep. Our advice to teachers in this matter is, Go slow. You don't need to engage your August bedroom in December. Crowds will go to Chicago, but acres of houses are going up, and there will be room for all. We have been urged to give our endorsement to several of these schemes, but we have steadfastly refused. In good time we shall personally go to Chicago, investigate the various accommodations offered, select some place that is healthful, accessible, not overcrowded, and not extravagantly dear, and then make announcement that our readers may put confidence in. But we repeat, don't be in a hurry. Every teacher may have bed and food without paying more than reasonable prices, and no engagement should be made so far ahead without more knowledge of details than any of these projects give.

We have, for several months, been giving, practically, this same line of advice to North Carolina teachers, to protect them from the extortionate exactions of various so-called "World's Fair Excursion Companies." We will be enabled, by long experience in conducting parties, to secure for our teachers a much lower rate and better accommodations than anything offered by the "companies," and whatever of profit is set aside for the "excursion companies" we intend shall remain in the hands of the teachers who belong to the "North Carolina Teacher's World's Fair Party." There is plenty of time to make your arrangements—not the slightest need to hurry—and you will save money by "going very slow" in paying for your trip in advance to unknown persons.

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### ABOUT OUR TEACHERS AND SCHOOLS.

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MISS LIZZIE AVERA, of Johnston County, has taken a private school at Williamston, Martin County.

MISS CORNELIA ST. CLAIR, of Sanford, has taken a private school at Point Caswell, near Wilmington.

MR. CHARLES J. PARKER, principal of Centennial Graded School, at Raleigh, has resigned the position.



MR. G. B. ROWAN, A. B., has established Aaron Seminary. The second term began December 26, with bright prospects.

THE LARGE new school building at Ronda, Forsyth County, was burned on January 3, and it was a great loss to the community.

MR. Z. D. MCWHORTER has resigned the principalship of the Institute at Greenville, and returns to Bethel to take charge of a school.

MISS AGNES M. DEBRUHL (Littleton Female College), of Jones County, is teaching at Tuscarora. Her patrons are greatly pleased with her work.

MR. F. M. HARPER, a "North Carolina boy," principal of one of the graded schools at Dawson, Ga., spent the holidays with his old friends in Raleigh.

MR. J. H. THARP is principal of the High School at Kernersville, with about one hundred pupils enrolled. Miss Nannie Bodenhamer is assistant teacher.

THE STATE NORMAL SCHOOL FOR NEGROES, at Warrenton, formerly at Franklinton, has been returned to Franklinton by act of the Legislature at the present session.

THE PUBLIC SCHOOL at Sanford is in charge of Mr. W. F. Craven and Miss Addie St. Clair. Miss Ida Campbell has the Music Department. The school will have a five-months' term.

PRESIDENT CHARLES D. MCIVER, Mrs. Fannie Cox Bell, and Miss Maude Broadway, from the Faculty of the Normal and Industrial College for Young Women, accompanied the remains of Miss Lina McDonald to Raleigh on the 17th instant.

THE Agricultural and Mechanical College has one hundred and fifteen students, the largest number ever enrolled at the Institution. The College is gaining in popularity every term, and we expect to soon see five hundred students in attendance.

ABOUT twenty young ladies of Saint Mary's School remained at the Institution during the holidays, and we think that they have had "a good time," as we have frequently seen them present at the first-class entertainments in the Opera-house.

MR. B. K. MASON (Wake Forest College), is teaching at Dunn, and has one hundred and fifty-five pupils in his school. Dunn is one of the most prosperous of the new towns in this State, and its interest in education keeps pace with its financial prosperity.

THE TEACHERS' ASSEMBLY will enjoy the hospitality of Mr. B. F. Perry this summer, as he has been selected as manager of the Atlantic Hotel for this season. Mr. Perry is a fine hotel-man, and we feel sure that his management will give entire satisfaction to the teachers.

AMONG THE teachers attending the inauguration of Governor Elias Carr, on 18th instant, it was a pleasure to see Dr. R. H. Lewis, of Kins-

ton; Colonel A. C. Davis, of Winston, and Mr. Logan D. Howell, of Tarboro, three of North Carolina's most popular and successful educators.

SAINT AUGUSTINE'S NORMAL SCHOOL, at Raleigh, has a very satisfactory enrollment this term. It is an excellent high-grade school for Negroes, under the auspices of the Episcopal Church, and both male and female students are admitted. Rev. R. B. Sutton, D. D., is president.

AS MEMBERS of the General Assembly, now in session in Raleigh, are the following North Carolina teachers, Mr. M. H. Holt, Oak Ridge; Rev. A. L. Rucker, Rutherfordton; Mr. J. W. Starnes, Asheville; Mr. W. G. Burkhead, Whiteville (Chief Clerk of Senate); Mr. A. M. Stack, Danbury; Mr. Fred. L. Merritt, Morrisville.

OUR University began the new term on January 5, with three hundred and fifteen students in attendance. This splendid condition of affairs at the University must be truly gratifying to every North Carolinian, as it assures us that within a very short time our University will be the most popular and successful institution of learning in the South.

SHAW UNIVERSITY and Estey Seminary, Raleigh, in charge of Rev. H. M. Tupper, D. D., President, has an enrollment of four hundred and fifty students for the current term. This is the most successful educational Institution in the South for the Negro race. Dr. Tupper has been president of the Institution since its organization, near thirty years ago.

SAINT MARY'S SCHOOL, and Peace Institute have each received a large number of new pupils for the spring term. These are two of the very best finishing schools for girls to be found in America, and it is a pleasure to see that so many North Carolina parents are realizing this fact, and are educating their daughters at home instead of sending them to Northern schools.

A MEETING of Graded School Superintendents was held in Greensboro during the holidays. Superintendent Alexander Graham, of Charlotte, was chairman, and Superintendent E. L. Hughes secretary. Superintendent J. T. Alderman, of Reidsville, made an address on "Experience of New Superintendents." Other addresses were made by Superintendents Logan Howell, Tarboro, "Libraries;" J. A. Joyner, Goldsboro, "Education, a Growth;" E. W. Kennedy, Durham, "Morality in Free Schools;" G. A. Grimsley, Greensboro, "The Recitation;" E. L. Hughes, Greenville, "Some Devices;" P. P. Claxton, Asheville, "Course of Study;" E. P. Moses, Raleigh, "Necessity of the Study of Philosophy;" M. C. S. Noble, Wilmington, "Value of Humor in the School-room." Addresses were also made by Dr. J. B. Shearer and Professor Chas. D. McIver.

"THE American Association of Educators of Colored Youth," met in Wilmington, December 29. The Association is of a national character, the members consisting of white and colored educators of national rep-

utation. Professor J. M. Gregory, President, of Washington, D. C.; third Vice-president, J. H. Johnson, of Virginia. Professor H. E. Webster, of Georgia, and Professor W. H. Council, of Alabama, and John C. Dancy, were among those present. The President of the Association in his speech, expressed the hope that the many laudable endeavors respecting education and advancement made by Christian men and women of both races in the South would receive the publicity and consideration it deserved. A noticeable feature of all the speeches made was the many expressions respecting the manifest interest of the South, as well as the North, in Negro education.

### CUPID AMONG OUR TEACHERS.

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Many strange things in this age we see,  
 For girls can now take a learned degree,  
 And *our* girls all have, we're happy to tell,  
 Joined to their names the A. B.—"A Belle,"  
 And yet 'tis well known, to all, far and wide,  
 They soon take another A. B.—"A Bride."

---

MR. J. J. HENDREN, of Wilkes County, now teaching in Ocala, Florida, married MISS CARRIE Linney, of Taylorsville, on January 6.

MISS CORA LEE BEAVERS, of Chatham County, a teacher of Art, was married at Ewing, Wednesday, January 25, to MR. JOSEPH W. UPCHURCH.

MISS LULA BANDY, daughter of Professor J. M. Bandy, of Trinity College, was married to MR. W. G. CARR, of Greensboro, a son of Professor O. W. Carr, on December 22, 1892.

MISS CARO STEPHENS ZEIGLER, of Ocala, Florida, a member of the North Carolina Teachers' European Party of 1889, was married to MR. CHARLES J. HUBER, of Ocala, on Tuesday January 10, 1893, in Saint Paul's Chapel at Quincy, Florida.

MISS MUSETTE SATTERFIELD, Primary teacher in Roxboro Institute, was married on Thursday, December 29, to MR. W. W. KITCHIN, a popular and successful young lawyer of Roxboro. The very fine wedding music on the occasion was rendered by Mrs. E. E. Britton.



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## IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down -  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost loved ones will be found again."

---

MISS ROSA HARRIS, of Louisburg, a most faithful and conservative teacher for many years, and a member of the Teachers' Assembly from its organization, died at her home in Louisburg on Tuesday, December 27, during the Christmas holidays. Her remains were borne to the cemetery by young men who had been her pupils.

REV. WILLIAM ROYALL, D. D., LL. D., died suddenly at 10:30 A. M., January 3, while spending the holidays with relatives in Savannah, Georgia. Dr. Royall was one of North Carolina's eminent educators, having been connected with Wake Forest College for the past thirty years. He was one of Nature's noblemen and was universally beloved. His remains were interred at Wake Forest on January 5 with most solemn and impressive services.

MISS LINA McDONALD, teacher of Music in the State Normal and Industrial School for Young Women at Greensboro, was run over and killed by a train on the Cape Fear and Yadkin Valley Railroad, Monday afternoon, January 16. Miss McDonald was a member of the Teachers' Assembly, has been an enthusiastic worker in its behalf, and was one of its Vice-Presidents. She was a faithful, ambitious, efficient and consecrated teacher, also a true and charming young woman. She will be sadly missed by an unusually large number of friends and co-workers throughout North Carolina. Her remains were interred in the Oak City Cemetery, at Raleigh, in the family resting-place.

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

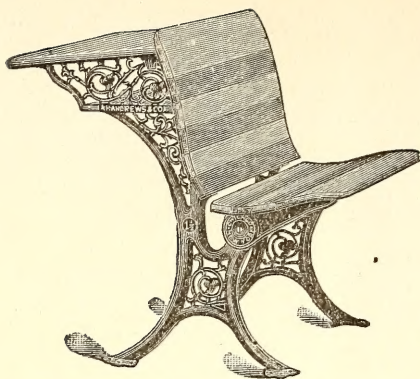
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"THIS SPELLING reform movement is a good thing," said Weakhead. "We use too many letters. For instance, what is more absurd than the 'd' in '*lodgie*'?"

TEACHER (before class in Arithmetic)—"Now, Willie, tell me which you had rather have—two apples in one paper bag and one apple in another paper bag, or three apples in one bag?" Willie—"I'd rather have two apples in one bag and one apple in another paper bag." Teacher—"Why?" Willie—"Cause I'd have more paper bags to bust."

A GIRL'S COMPOSITION ON BOYS.—Boys are men that have not got as big as their papas, and girls are young women that will be young ladies bye and bye. Man was made before woman. When God looked at Adam, the first man he made, He said to Himself: "Well, I am not entirely satisfied with that thing, and I guess I can do better if I try again." He then made Eve, the first woman. God liked Eve so much better than Adam that He has made more women than men in the world ever since. Boys are a trouble. They are awfully wearing and destructive on everything but soap. If I had my way half the boys in the world would be little girls and the balance would be dolls. My papa is so nice that I think he must have been a little girl when he was a little boy. All the boys say that they like me, but I know its just because I am a girl, for they all love girls.

IT WAS a Sunday-school mission class just organized in a very wicked community. The teacher had made a nice kind talk to the six little boys before her and given them a first lesson in the catechism to be learned for next Sunday. The boys counted their order in the class and each learned only "the questi n coming to him." Smilingly the teacher took her place before the class on the following Sunday, opened the catechism and began the first lesson. "Who made you?" she asked of the first boy. There was no reply, and the question was given to each of the five boys present, and each one looked blank and replied not a word. "What," said the teacher, in great surprise, "Can no one tell who made you?" "Miss Smith," answered the boy at head of the class, "I'm the second boy in the class, and the little boy what God made has gone fishing this Sunday and couldn't come to school."



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JUDGE WILLIAM GASTON.  
AUTHOR OF "THE OLD NORTH STATE."

# THE NORTH CAROLINA TEACHER.

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VOL. X.                      RALEIGH, FEBRUARY, 1893.

No. 6.

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EUGENE G. HARRELL,                      =                      =                      =                      =                      Editor.

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## THE VILLAGE SCHOOL.

---

BY ANTHONY E. ANDERSON.

---

I see it yet, the village school,  
    To which I trudged with pail and primer ;  
I see the master's dreaded "rule,"  
    And as I gaze my eyes grow dimmer,  
Exactly as they did that day  
    I felt its sting upon my fingers.  
The school, the "rule," have passed away,  
    And yet their memory sadly lingers.

I see the stammering, blushing "fool,"  
    In cap that almost touched the rafter,  
A-perch upon a creaking stool,  
    Amid our smiles and smothered laughter.  
We did not read the future then,  
    His awkward posture gave no token  
Of how he later towered o'er men—  
    Of how his praises now are spoken.

I see the little blue-eyed maid  
    Who shared my pencils and my speller ;  
I see the violets I laid  
    Upon her desk, that they might tell her  
Of all the love my boyish breast  
    Had felt for her—would feel forever.  
Sweet little maid, she lies at rest  
    Beside a singing, sunlit river.



Dear village school, I see it yet,  
I would not have that vision vanish ;  
Amid the cares of living, let  
Fond memory have the power to banish  
The long and intervening years,  
And lead me through familiar places,  
And, though obscured by mists of tears,  
Let me behold those old-time faces.  
—*The Southland.*

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### JUDGE WILLIAM GASTON.

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BY JUDGE WALTER CLARK, RALEIGH, N. C.

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[Through the kind courtesy of Hon. Horace W. Fuller, editor of *The Green-Bag*, Boston, we are again enabled to present to our readers another of Judge Walter Clark's admirable biographies of a prominent North Carolinian, with portrait; the renowned patriot, jurist and statesman—JUDGE WILLIAM GASTON.—Editor.]

The name of Gaston is one upon which North Carolinians love to linger. A county and two towns—Gastonia and Gaston—bear his name. Chief Justice Henderson is the only Judge whose popularity has received a like testimony. William Gaston was born in New Bern, N. C., 19th September, 1778. His father, Dr. Alexander Gaston, was a native of the north of Ireland, but of Huguenot descent, and a graduate of Edinburg Medical College. He had been a surgeon in the English army, but resigned and settled in New Bern. During the Revolution he was an ardent Patriot, serving both as captain of volunteers and as surgeon in the army. In August, 1781, when Major Craig advanced towards New Bern, the emboldened Tories

captured the town. Dr. Gaston, in attempting to escape, pushed hurriedly off in a boat with a companion, the river being close by his house. The Tories fired over the heads of his wife and children, who were on the wharf, and he fell mortally wounded. He left a young widow almost without means, and two children, a son three years old, the subject of this sketch, and a daughter, who in after years became the wife of Chief Justice John Louis Taylor.

An early anecdote will illustrate the training he received at the hands of his mother:

"William," said one of his playmates, "what is the reason *you* are always head and *I* am always foot of my class?"

"If I tell you the reason," replied the seven-year-old boy, "you must keep it a secret and promise to do as I do. When I take my book to study, I always say a prayer my mother has taught me, that I may be *able* to learn my lessons."

His companion could not remember the words of the prayer, and that evening William was found by his mother behind the door writing out the prayer for his friend to commit to memory. His mother was a devoted Catholic, and such her distinguished son remained through life.

At thirteen years of age he was sent to Georgetown Catholic College, D. C., whence the Rev. Mr. Plunkett wrote his mother that he was "the best scholar and the most exemplary youth we have in the college." His health suffering from too close application, he was wisely called home for some months of rest. He was then sent to Princeton, where he entered the junior class, and graduated in 1796 with the highest honors. He said the proudest moment of his life was when he announced this fact to his mother.

On his return to New Bern he studied law with Francis Xavier Martin, a native of France, a leading lawyer, author of Martin's North Carolina Reports and of a history of



North Carolina, afterwards appointed by Mr. Jefferson Judge in Mississippi Territory, and who was a Judge of the Supreme Court of Louisiana thirty-one years, 1815-1846, outliving his distinguished pupil. In 1798 Judge Gaston was admitted to the bar, being then twenty years of age. In 1800 he was elected to the State Senate, and in 1808 Presidential Elector for that district, the electors being then chosen by districts in this State. In 1808, 1809, 1824, 1827, 1828 and 1831 he represented the town of New Bern in the House of Commons, being chosen Speaker of that body in 1808 and afterwards, and in 1800 (as already stated), in 1812, 1818 and 1819 he was in the State Senate.

He was defeated for Congress in 1810 by William Blackledge, but was elected in 1812, taking his seat in 1813 and again in 1815. He at once took a leading part. Mr. Webster, in reply to an enquiry from a member of Congress from Ohio, "Who was the greatest of the great men in the War Congress," said "The *greatest* man was William Gaston," adding with a smile "I, myself, came in along after him." With equal magnanimity Henry Clay, in conversation at Raleigh, said, "I once differed with Gaston, but afterwards found that Gaston was right." Several of his speeches, especially those on the "Loan Bill" and the "Previous Question," are models of parliamentary debate. He was the leader of the Federal party, and opposed to the administration. After two terms in Congress, he voluntarily returned to his law practice. In the State Senate in 1818, he drafted and introduced the bill which established the Supreme Court of this State. The statute book of North Carolina is full of proofs of his wisdom. His speech on the "State Currency" in 1828, and in defence of the Constitution in 1831 and in 1827 in opposition to a bill introduced by Frederick Nash (himself afterwards Chief Justice) to reorganize the Supreme Court, are among his most notable efforts. His most brilliant legis-



lative action was in the State Convention of 1835 while on the Supreme Court bench, where he secured the repeal of the constitutional restrictions upon Catholics. He was a superb orator and a most persuasive advocate. His address before the Literary Societies at the University of North Carolina in 1832, and at Princeton in 1834, are models of their kind.

Upon the death of Chief Justice Henderson in 1833, he was elected, without solicitation or suggestion from him, to the Supreme Court bench as Associate Justice, Judge Ruffin becoming Chief Justice. He was then 55 years of age and the senior in years of both his associates—Ruffin and Daniel. His election was indeed a marked compliment to his personal eminence, for in the fifty years which elapsed between the creation of the Supreme Court in 1818 and its *bouleversement* in the cataclysm of 1868, this is the only instance of the election to that bench of any one who had not previously served on the Superior Court bench. Indeed, all others were taken directly from that bench except Judge Henderson, and he, after having served many years as a Superior Court Judge, had only recently resigned when elected to the Supreme Court on its organization. Gaston had been thirty-five years in full practice at the bar before he was called to the bench, but his opinions are singularly free from that disposition to choose sides, which is so often observed in judges who come late to the bench and who generally are swayed by strong preconceived views on some subjects. In 1835, as already stated, he was a leading member of the "Convention of 1835" to amend the Constitution. When called to the bench in 1833 the Constitution contained a provision, the famous 32d article, rendering ineligible to office any one who "denied the truth of the Protestant religion." Judge Gaston was a devout and consistent member of the Roman Catholic church. He accepted his election to the bench, and maintained in a very

strong and remarkable letter that no Catholic, as such, denied the *truths* of the Protestant religion, and that taken in connection with the general tenor of the Constitution it was clear that this provision was not intended to disqualify Catholics from office. All possible question on the subject was laid to rest by the amendments to the Constitution made by the "Convention of 1835."

In 1840, Judge Gaston was solicited by the then dominant party to accept the post of United States Senator. This was no mere compliment. He could have been elected without a contest. But like Chief Justice Ruffin, under similar circumstances, he declined the proffered honor. In a letter to General John G. Bynum, October, 1840, he expressed his refusal, and upon the ground that the duties of the post he then filled were "as important to the public welfare as any services which I could render in the political station to which you invite me."

Judge Gaston's opinions are well rounded and betray scholarship as well as legal learning. Among those most deserving of notice are *State v. Will*, which holds that if a slave in self-defence under circumstances strongly calculated to excite his passions of terror and resentment, kills his overseer (or his master) the homicide under such circumstances is not murder but manslaughter. The opinion is a clear, intelligent discussion of the rights of the slave in such circumstances. The case is further remarkable for the very full and able briefs of counsel (printed in the report of the case) by B. F. Moore, George W. Mordecai and Attorney General J. R. J. Daniel. Indeed, the brief of Mr. Moore in this case first gave him that established reputation which ripened in a few years into the admitted leadership of the North Carolina bar.

In *State v. Haney*, Judge Gaston lays down the rule, since settled law, that the unsupported testimony of an accomplice, if it produces entire belief in the prisoner's guilt is sufficient to warrant a conviction, and that the pro-



priety of cautioning the jury against placing too much confidence in testimony of that nature must be left to the discretion of the trial Judge. In *Thomas v. Alexander* he lays down, what is now also settled law, that on appeal the presumption is in favor of the correctness of the proceedings and judgment below, and that such judgment will be affirmed unless the appellant shows that there was error. In *State v. Manuel* he affirms the constitutionality of the act requiring defendants convicted of crime to work out the fine and court costs, and that this is not prohibited by the clause forbidding imprisonment for debt; that while the fine and costs may be collected as a debt by execution, they are also a punishment and therefore the defendant can be imprisoned if he fails to pay. He also discussed citizenship, naturalization and alienage. The opinion is a very able and thoughtful one, and presents a fair specimen of his literary style and method of reasoning. *Parrott v. Hartsfield* is a short opinion in which he discussed the right of the owner of sheep to kill a sheep-killing dog, though not taken in the act.

In *McRae v. Lilly* he settled the practice, already once before laid down and ever since followed in this State, that setting aside a verdict for excessive damages is a matter of discretion in the presiding Judge and not a question of law, and hence the granting or refusal of such motion is not reviewable by the Supreme Court. *Clary v. Clary* is a very interesting opinion, holding that a witness who has had opportunities of knowing and observing a person whose sanity is impeached may not only depose to the facts he knows, but may also give his opinion or belief as to his sanity or insanity.

Judge Gaston "died in harness" and like a soldier in the discharge of his duty. Death is impartial. It is Horace who says :

"Pallida mors equo pulsat pede  
Pauperum tabernas, regumque turres."



On 23d January, 1844, while in attendance upon the Court, and in his usual health, he was suddenly stricken with apoplexy. By use of suitable remedies he revived and entered into cheerful conversation with his friends, for he was an engaging conversationalist. He was relating the particulars of a social party at Washington some years before, and was speaking of one who on that occasion avowed himself a free-thinker in religion. "From that day," said Judge Gaston, "I always looked on that man with distrust. I do not say that a free-thinker *may* not scorn to do a mean action, but I dare not trust him. A belief in an all-ruling Providence, who shapes our ends and will reward us according to our deeds, is necessary. We must believe and feel that there is a God *alwise and almighty*." As he pronounced this last word he raised himself up to give it emphasis, there was a rush of blood to the brain, his body fell back lifeless and his spirit stood in the presence of the Master. He thus passed away in the 66th year of his age.

In the beautiful cemetery at New Bern a plain, massive tomb of white marble stands with no inscription save the single word "Gaston." There is need of no other. The rest is already known when the living stand in the presence of the ashes of so illustrious a man. Yet his contemporaries in their own behalf, not his, might not inappropriately have handed down to posterity their estimate of his life-work in adding at the base those grand but simple words in which, on the presentation of the resolutions of the bar upon the occasion of his death, Chief Justice Ruffin in his reply, summed up the opinion of the Court, of the bar and of the public:

"*We knew that he was a good man and a great Judge.*"

Both houses of the General Assembly passed unanimously resolutions appropriate to the occasion—an unusual occurrence. His death was incidentally the cause of a

singular proceeding. The Supreme Court being in session and the vacancy not being immediately filled, upon the receipt below of the certificate of opinion from the Supreme Court affirming the judgment in a capital case, Judge Pearson, then upon the Superior Court, took judicial cognizance that there were but two Judges upon the upper bench when the decision was rendered, and ruled that the action of that Court was extrajudicial and invalid, except when composed of three judges, and refused to execute the mandate. This action coming up for review (*Long v. Lane*), it was reversed, the opinion of Chief Justice Ruffin holding that upon the death of one of the Judges of the Supreme Court, the two surviving Judges have full power and authority to hold the Court and exercise all its functions. An exactly similar case happened in South Carolina last year, after the death of Chief Justice Simpson, and that Court came to the same conclusion as ours.

Judge Gaston was, in his day, one of the most popular men the State has ever known. His popularity, too, was of that solid character eloquently described by Lord Mansfield as that "which follows a man, not that which is run after, but which sooner or later never fails to do justice to the pursuit of noble ends by noble means."

One great element of his abiding popularity, in addition to his high integrity and great talents, was his unswerving devotion to his native State. When solicited to accept emolument and fame elsewhere, he always replied. "Providence has placed me here, and 'tis my duty, as well as my pleasure, to do what I can for my native State." We have seen why he declined a seat in the United States Senate. In a letter to one of his daughters he said, "The resources of our State lie buried and unknown; when developed, as they must be ere long, she will be raised to a consequence not generally anticipated."

His talents, his character and his attainments were such that Chief Justice Marshall was heard more than once to



say, that he would cheerfully resign if by so doing he could secure the appointment of Judge Gaston in his stead. He was so well rounded a man, so uniformly great, that he did not show his full stature, just as a tall but well proportioned man does not seem as high as a badly shaped one of the same height. The sharp contrast of his excellence with what he is deficient in is needed.

Gaston's goodness, benevolence and mildness of manner were so attractive that his mental superiority was less noted than it would have been in a man with less to recommend him. Of him it might truly be said:

"His life was gentle, and the elements  
So mixed in him that Nature  
Might stand up and say to all the world,  
This was a man."

His love of his State found expression in the following poem, which has been adopted by universal consent as our State hymn. It is too well known in North Carolina to be repeated, but a poem from so eminent a Judge may be worthy of being given at length:

#### THE OLD NORTH STATE.

Carolina, Carolina, Heaven's blessings attend her,  
While we live, we will cherish, protect and defend her;  
Though the scorner may sneer at, and witlings defame her,  
Our hearts swell with gladness, whenever we name her.

Hurrah, Hurrah, the Old North State forever,  
Hurrah, Hurrah, the good Old North State.

Though she envies not others their merited glory,  
Say, whose name stands the foremost in Liberty's story?  
Though too true to herself e'er to crouch to oppression,  
Who can yield to just rule a more loyal submission.

Hurrah, &c.

Plain and artless her sons, but whose doors open faster  
At the knock of the stranger, or the tale of disaster?  
How like to the rudeness of their dear native mountains  
With rich ore in their bosoms, and life in their fountains.

Hurrah, &c.



And her daughters, the Queens of the forest resembling,  
So graceful, so constant, yet to gentlest breath trembling,  
And true lightwood at heart, let the match be applied them,  
How they kindle and flame. Oh, none know but who've tried them.

Hurrah, &c.

Then let all who love us, love the land that we live in,  
(As happy a region as on this side of Heaven),  
Where Plenty and Freedom, Love and Peace smile before us,  
Raise aloud, raise together, the heart-thrilling chorus,

Hurrah ! Hurrah ! the old North State forever;  
Hurrah ! Hurrah ! the good old North State.

The tune, it need hardly be added, is that of Heber's well-known hymn, beginning:

"When through the torn sail the wild tempest is streaming,  
And o'er the dark wave the red lightning is gleaming."

Some one has said "the style is the man." The following extract from Gaston's address at the University, presents the style and the man:

"Honestly seek to serve your country, for it is glorious to advance the good of your fellow-men, and thus, as far as feeble mortals may, act up to the great example of Him in whose image and likeness you are made. Seek also, by all honest arts, to win their confidence, but beware how you ever prefer their favor to their service. The high road of service is indeed laborious, exposed to the rain and sun, the heat and dust; while the by-path of favor has apparently, at first, much the same direction, and is bordered with flowers and sheltered by trees, 'cooled with fountains and murmuring with waterfalls.' No wonder, then, that like the son of Abensina, in Johnson's beautiful Apologue, the young adventurer is tempted to try the happy experiment of uniting pleasure with business, and gaining the rewards of diligence without suffering its fatigues. But once entered upon, the path of favor, though found to decline more and more from its first direction, is pursued

through all its deviations, till at length, even the thought of return to the road of service is utterly abandoned. To court the fondness of the people, is found, or supposed to be, easier than to merit their approbation. Meanly ambitious of public trust, without the virtues to deserve it; intent on personal distinction, and having forgotten the ends for which alone it is worth possessing, the miserable being concentrated all in self, learns to pander to every vulgar prejudice, to advocate every popular error, to chime in with every dominant party, to fawn, flatter and deceive, and becomes a demagogue.

“How wretched is that poor being who hangs on the people’s favors. All manliness of principle has been lost in this long course of meanness; he dare not use his temporary popularity for any purposes of public good, in which there may be a hazard of forfeiting it; and the very eminence to which he is exalted, renders but more conspicuous his servility and degradation. However clear the convictions of his judgment, however strong the admonitions of his, as yet not thoroughly stifled conscience, not these, not the law of God, nor the rule of right, nor the public good, but the caprice of his constituents, must be his only guide. Having risen by artifice, and conscious of no worth to support him, he is in hourly dread of being supplanted in the favor of the multitude by some more cunning deceiver. And such, sooner or later, is sure to be his fate. At some unlucky moment, when he bears his blushing honors thick upon him, (and well may such honors blush) he is jerked from his elevation by some more dexterous demagogue, and falls unpitied, never to rise again.”

Surely these are noble words.

Judge Gaston was thrice married: In 1803 to Miss Susan Hay, daughter of John Hay, the eminent lawyer, of Fayetteville; in 1805 to Hannah, daughter of General McClure—she died in 1813; in 1816 to Miss Worthington, of George-



town. Through his last two wives he has numerous descendants. A daughter of his second wife was the first wife of Judge Matthias E. Manly, of the Supreme Court of North Carolina. There was only one child of that union, who married a son of Rev. Dr. Francis L. Hawks, of New York, and has died, leaving several children. Judge Gaston was thus the brother-in-law of Chief Justice Taylor and the father-in-law of Judge Manly. He was succeeded on the bench by Frederick Nash, of Orange.

### BOOKS FOR TEACHERS.

In response to several requests from teachers that we suggest a list of professional books which are considered most helpful to a teacher, we recommend the following:

Page's Theory and Practice of Teaching .....	\$ 1 00
Perez's First Three Years of Childhood .....	1 50
Quick's Educational Reformers .....	1 50
Fitch's Lectures on Teaching .....	1 25
Payne's Science and Art of Education .....	1 00
Woody's Methods of Teaching History .....	1 00
Sewell's Principles of Education .....	1 50
Klemm's Chips from a Teachers' Workshop .....	1 50
Beer's Talks With Pupils .....	50
Evolution of Dodd .....	25
Spencer's Education .....	50
DeGraff's School-Room Guide .....	1 50
Buckman's Hand-Book for Young Teachers .....	75
Hughes' Mistakes in Teaching .....	50
Van Wie's Development Helps .....	50

Every teacher should read at least three professional books each year. The reading teacher is the progressive teacher, and the progressive teacher is the most valuable in the school-room, is always in demand and generally receives a good salary. The application blank for a position to be filled up



by teachers at the next session of the Assembly will contain the question: "What professional books have you read?" And there is in response to a universal demand by principals and school officers that the teachers they employ must be *reading teachers*.

It has been asserted that persons engaged in the professions of law, medicine, mining and politics do a great deal more reading of professional books and periodicals than do the teachers of our country. If this statement is true, it ought not to be true, for there is more need for the teacher to keep well posted by his journals and professional books than of the members of any other calling.

The teacher's office is the most important of all the other professions, as it reaches directly a larger number of our people, and there are more new developments, inventions and devices relating to those who educate our children than to any of the other professions. While many of these new ideas are wild and impracticable, there is to be found more or less that is good in all of them, and every ambitious teacher should thoroughly understand every old and new method of teaching, and this can be done only by reading teachers' books and journals.

The confidence and respect on the part of pupils is very largely increased when they see their teachers, even from the governess to the professor in the University, frequently studying some professional book or receiving regularly an educational journal, and where respect and confidence can be so easily secured, no teacher can afford to neglect the opportunity.

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THE TEACHERS' ASSEMBLY is now at work on a splendid programme for the tenth annual session, June 13-28, at Morehead City. Some new features will be provided.

## THE GENUS GIRL.

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J. TAIT, TACOMA, WASHINGTON.

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## THE SENTIMENTAL GIRL.

I am not certain that I am not entering upon territory that is too sacred for the inspection of common eye and pen.

Who dares to say that he can faithfully sketch the mind, thoughts, or feelings of one that is a bundle of elusive mysteries? Sentiment binds us all with an iron chain. Whether we are all thoroughly honest in our expression of sentiment is quite another question. Naturally, our girl lives in an atmosphere of feeling, and that, too, to a great extent artificial—so artificial that it approaches unreality.

There are persons that live a double life, and our sentimental girl is one of them. Apart from the restraints of older forms of society, and of the cast-iron rules of precision and propriety, she would be one of Nature's own—free, fresh, elastic and vigorous. Watch her closely for a few minutes and see how the two tendencies are striving for supremacy. Naturally, she would be frank, but she has learned that she should be icy and dignified, and that every word and sentence should be fraught with hidden force. The exuberance of the ordinary mind is too boisterous, has too much of the lower nature in it to please her cultured fancy.

At the age of sweet-sixteen she possesses the mature judgment of twenty-four. She revels in the sublime mysteries of Nature. She quotes flowery selections from Emerson, or from the Brownings, and startles us by her double-edged criticisms. What a favor it is to be allowed to give her instruction! She seems desirous of impressing us with the idea of the superiority of the world that belongs to her, and of the inferiority of the one in which we act a humble



part. She never causes us any trouble so far as discipline is concerned. She would not condescend to offend even her teacher, or to commit a breach of etiquette. Fortunately this specimen is very rare in the common school.

As a rule, sentimentality does not take possession of the damsel until near the close of ordinary school life. Of course there are hot-house plants that reach maturity in early years. And these we sometimes meet in our school-rooms. Teachers need no directions in dealing with such. Be natural, encourage youthful vivacity amongst your young friends. Let there be no appearance of artificiality. That will come soon enough.

The first cousin of this one that I think so unfavorable of is

#### THE COURTING GIRL.

When we place the two side by side and calmly compare them we must see that they have much in common. There are strong family resemblances, so strong that some might be led to think that the relationship is closer than what I give. Probably this arises from the fact that it is not always easy to distinguish between love in its various forms and sentiment.

There must be an attraction between the two sexes, repulsion hardly ever. These forces we do not understand in physics. It is not therefore to be expected that we should comprehend them in their action on the human mind. As in the former class, so in this, there are some in advance of their years. Their receptive dispositions have imbibed the amative propensities of the older ones in their families.

As boys, to become men, think it is only necessary to smoke and swagger, so girls, to become women, have only to simper and sigh, and say things unutterably sweet to the one little chubby-faced, pie-devouring youth that has taken her fancy temporarily. Notice how deftly she can win and



retain his attention, how her little dimpled hands coming into contact with his awaken his interest, and how her flaxen tresses artlessly sweep across his conscious cheeks. Ah, these are but the beginning of practices that may be a source of pleasure or pain to the hearts of sensitive swains.

Ere many years pass away she will have bloomed into an attractive young woman, able to wield a magnetic force that will bring many a sturdy young man to her feet. How she will revel in her conquests! How she will harass pa and ma by "spoonying" till midnight—and the poor young man in an ecstasy of bliss.

Courting in school! Have you seen it? You have. Is it not like an epidemic, such as chewing gum, playing marbles, or the measles? It is decidedly infectious. Once it enters, make up your mind that it will prove "catching;" and good-by then to satisfactory progress in studies. One ruling passion is all the afflicted one can possibly carry. Neither censure nor ridicule are safe medicines. It is human nature to indulge in the forbidden. It is better by far to overlook the simper, the sigh, and the far-away-gaze and to lead the thoughts into some other pleasing channel.

Woe be to the youthful teacher that unconsciously allows the nerves to tingle, or a slight blush to creep into the cheek, when he comes within the range of an older pupil's subtle influence. She and the others will that moment perceive the result. That influence will be mercilessly employed, and the helpless victim will struggle in vain to escape through the meshes.

Little girls, your power is great. The mightiest force in the universe is love. But let it be that love that elevates and inspires, and that shows itself in a dignified course of conduct, and that induces one to work for her own welfare and the welfare of others. The vulgar practice of "courting," so common, is destructive of self-respect, is wasteful of valuable time, leads the mind into dissipation, and imparts no lasting pleasure.

## DON'T WORRY.

If you want a good appetite, don't worry; if you want a healthy body, don't worry; if you want things to go right in your homes or your business, don't worry.

Nervousness is the bane of the race. It is not confined to the women by any means, but extends to the men as well.

What good does fretting do? It only increases with indulgence, like anger, or appetite, or love, or any other human impulse. It deranges one's temper, excites unpleasant feelings toward everybody, and confuses the mind. It affects the whole person, unfits one for the proper completion of the work whose trifling interruption or disturbance started the fretful fit. Suppose these things go wrong to-day, the to-morrows are coming in which to try again, and the thing is not worth clouding your own spirit and those around you, injuring yourself and them physically for such a trifle.

Strive to cultivate a spirit of patience, both for your own good and the good of those about you. You will never regret the step, for it will not only add to your own happiness, but the example of your conduct will affect those with whom you associate, and in whom you are interested.

Suppose somebody makes a mistake, suppose you are crossed, or a trifling accident occurs; to fly into a fretful mood will not mend matters, but help to hinder the attainment of what you wish. Then, when a thing is beyond repair, waste no useless regrets over it, and do no idle fretting.

Strive for that serenity of spirit that will enable you to make the best of all things. That means contentment in its best sense, and contentment is the only true happiness of life. A pleasant disposition and good work will make the whole surroundings ring with cheerfulness.



## “NOTS” IN UNITED STATES’ HISTORY.

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The East river, flowing between New York and Brooklyn, is *not* a river, but a sea strait connecting Long Island Sound and the ocean.

Manhattan is *not* the Indian name of a New York island, but is directly traceable to a Spanish original — *monas*, “drunkenness;” *monadus*, *manadus*, *manatoes*, “the place of drunkenness.” Manhattan is but the Indian form of the word.

The Declaration of Independence was *not* signed on July 4 by the Representatives whose names have become historic. It was given to the world on Monday, the 8th of July, 1776, with but two signatures: John Hancock, President of the Congress, and Charles Thomson, Secretary. The signatures of forty-five delegates were affixed to a copy of the original paper on Tuesday, the 2d of August, 1776.

There was *not* a bearded face among all the signers of the Declaration. “All the signers,” says the record, “had smooth faces.”

The word “God” does *not* appear in the Constitution of the United States, nor is there reference to creed or church beliefs.

Three delegates to the convention would *not* sign the Constitution. These were Eldridge Gerry, of Massachusetts; George Mason and Edward J. Randolph, of Virginia. Gerry feared a civil war, Mason a monarchy, and Randolph objected to the powers conferred on the President.

Benedict Arnold was *not* the first or only traitor during the Revolution. His predecessor in that “Judas” office was Dr. Benjamin Church, of Reynham, Mass., arrested, tried and imprisoned at Cambridge, Mass., in 1775. He had been an active member of the Provincial Congress, and



was trusted as an ardent Patriot. He was released from prison in 1776 because of failing health, embarked for the West Indies, and he and the vessel in which he sailed were never afterward heard of.

The following States have *not* a State motto: Indiana, Mississippi, New Hampshire, New Jersey, North Carolina, Ohio and Texas.

[There is now a bill before the General Assembly providing an official motto for North Carolina.—EDITOR.]

The dollar sign (\$) is *not* a monogram of "U. S.," but dates from the days when the transfer was made from Spanish to American dollars, and accounts were kept equally in dollars and reals. Thus: One dollar || eight reals. (American and Spanish parallel accounts.) Later the eight was placed between the cancellation marks |8|, then the perpendicular lines crossed the 8, and finally the 8 shaded into an S, and, combined with the cancellation line evolved the present sign (\$).

Friday is *not* an "unlucky" day for the United States; at least forty great events in United States history fell on Friday.

The American Indian is *not* a "vanishing race." There is very nearly as large an Indian population in the United States to-day as at the time of Columbus.—*Selected*.

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### "NO PROVISION FOR HAWKES."

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Dr. Francis L. Hawkes, the eminent North Carolina historian, a quarter of a century ago was pastor of Grace Episcopal Church, New York. Short, thick-set, swarthy, black-eyed and black-haired, he was a striking personage. He was not only a great pulpit orator, but was considered the

best reader in the New York Episcopacy. His rather luxurious family deterred him from accepting a bishopric, which otherwise would have been tendered.

One day a delegation from a Buffalo church waited upon him, and invited him to accept a pastorate in that city. "Well, gentlemen, other things being satisfactory, the question of acceptance narrows down to a business matter," said Dr. Hawkes. "What salary do you offer?"

"Dr. Hawkes," said the spokesman, "we recognize that you have a high reputation, and are willing to be liberal. Our recent pastor has received twenty-five hundred dollars; but on account of your standing, we have decided to offer you thirty-five hundred dollars."

"My good man," cried the Doctor, "do you know what salary I am receiving here?"

"No, sir."

"I get fifteen thousand dollars and this parsonage; and, as I have an expensive family, I do not see my way clear to accept your offer."

The spokesman looked rather sheepish, but made another attempt.

"If we had known that fact, sir, we should undoubtedly have looked elsewhere; but you should remember that the work of the Lord must be done; and, as for providing for your family, you know the story of Elijah and the ravens."

"Now, my friend," responded the clergyman, quizzingly, "I have made the Bible my study ever since I was twenty-eight. I have read it through carefully and prayerfully over a hundred times. I remember the raven incident perfectly, but nowhere can I find any reference to the Lord providing for young Hawkes!"

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COLLEGE ATHLETICS is universally applauded, while tramp foot-ballism is universally condemned.



## A YALE MAN TALKS ABOUT FOOT-BALL.

*Kate Field's Washington*, one of the brightest and most readable journals in this country, publishes a letter from a Yale man on whom the late exhibition of foot-ball enthusiasm in New York had an unpleasant effect. It shows that even the alumni of the various colleges and universities see serious faults in the sport as now conducted. We give the letter:

NEW YORK, December 1, 1892.

As a temporary sojourner of this town, I want to thank you for your article in to-day's issue of the *Washington*, entitled, "A Foot-ball Orgy." Having a room in a Broadway hotel, near Madison Square, it was impossible for me to sleep for two nights. I had come to New York primarily to attend the foot-ball game, but got more of it than I bargained for. I am a university man and take a just pride in the success of college-bred students in athletics; I am, however, ready to say that matters have come to a pretty pass when both parties to a game resort to trickery, when gambling is as rampant as on the turf, and when 'gentlemen' make beasts of themselves in public highways, as on Thanksgiving night.

You probably do not know that the popularity of seats of learning to-day depends not upon scholarship but upon laurels won by "teams." So fully do college Faculties realize this as to smile leniently on men training for athletics, and demand of them the minimum of study for the maximum of brawn. The result will be fatal to brains as well as manners and morals, if a happy middle course is not adopted and rigorously enforced. My *Alma Mater*, Yale, had far better break her own record and play several losing games than repeat the tactics resorted to on the field, and the rowdiness I partly witnessed and heard in this city.

Yours truly,

A DISGUSTED YALE MAN.

Our "Disgusted Yale Man" probably is astray in his assumption that the Faculties of these higher institutions demand of them (the students) "the minimum of study for the maximum of brawn." Such may be the case, but it is hard to believe that the intellectual standard of any public institution should sink so low as to place brute force on a higher plane than intellectual activity and moral strength.

—*Educational News (Pa).*



EXCURSIONS AMONG WORDS.

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There are now, we think, 120,000 words in the American language; the possibilities in the use of synonyms are remarkable, and we should say that to the study of synonyms the young writer should apply himself diligently. To the newspaper writers we are looking with solicitude and hope, for the reason that outside of the columns of the press our literature does not appear to be making any progress at all. Our literature of the press is, on the other hand, constantly improving, and in the last ten years that improvement has been marked. Still there is a chance for improvement, and it occurs to us that the besetting sin of our newspaper writers at this time is a devotion to absurdisms—for example, the too common usage of that negroism “like” for “as if;” “it looks like it was going to rain.” This absurdity runs riot in print south of Mason and Dixon’s line, and has crept across here in the West to shock us with a sporadic appearance in our diurnal publications.

There is no such word as “wended”; the past of “wend” is “went.” A man cannot be said to have wended his way. He either went his way or he has went his way.

“Likewise” is often erroneously used for “also”; *likewise* couples actions or states of being; *also* classes together things or qualities.

“Commence” should not be used when “begin” can be instead.

“Transpire” is never a synonym of “happen.”

“Weary” is a transitive verb only; it is, therefore, highly improper to say “One wearies of life.”

Do not use “in our midst” when you mean “in the midst of us.”

Do not use “anyhow” when you mean “anyway.”

Be exceedingly careful in placing that small but potent word “only.” Nine times out of ten it is misplaced.

Do not confound "evidence" with "testimony."

Never use "above" as an adjective. "The above extract" is a barbarism. Nor should you ever use "then" as an adjective—*e. g.*, "the then king"—awful!

Do not confound "try" with "make." You make—not try—an experiment.

A common error is the use of "excessively" when "exceedingly" is intended.

Do not confound "never" and "ever"; "never" is an adverb of *time*, "ever" may be an adverb of *degree*.

The sun "sets" and a hen "sits."

[We must disagree with Mr. Field in this statement. A hen is "set," and then she is a "setting hen"—not a "sitting hen." Persons "sit." To set is to place in a fixed position, and is used in speaking of animals and inanimate things.—EDITOR.]

A "proposal" and a "proposition" are different things.

Be careful not to confound "allude" with "refer" or "advert."

"So" is an adverb of *degree* and "such" is an adjective of *kind*.

Webster justifies the use of "than" as a preposition—"Than whom no better man lives." Webster means well enough.

There is no such word as "jeopardize"; the word is "jeopard."

"Lurid" means ghastly, pale, gloomy, or dismal.

"Restive" must not be confounded with "restless."

"Indices" are algebraic signs; "indexes" are tables of contents.

Never say "in this connection" when you mean "in connection with this."

That is *complete* which has all its parts; *entire* which has not been divided; *whole* from which nothing has been taken. *Total* refers to the aggregate of the parts.



“With ” denotes an instrument and “by ” a cause. He killed *with* a sword; he died *by* an arrow.

Never separate parts of the infinitive; example: “He promised to speedily comply.”

Do not suffer Mr. Addison or anybody else to bluff you out of the use of that noble word “that.”

Never use, except in a humorous way, those hackneyed phrases and hoary words of which notorious specimens are: “Light fantastic toe,” “mine host,” “his good lady,” “beautiful and accomplished,” “wee sma’ hours,” “groaned with the delicacies of the season,” “speckled beauties,” “dull, sickening thud,” and “*recherche*.”—By *Eugene Field*, in *The Chicago News*.

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## THE WORLD'S FAIR PARTY.

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THE TEACHER'S World's Fair Party will leave Raleigh on two special trains at 7 o'clock A. M., August 14, and will make the trip to Chicago in thirty-three hours, arriving at 2:30 P. M. on August 15. By this arrangement the party will be only one night out, thus saving sleeping-car expenses.

The limit of the party (five hundred persons) is nearly reached by applications, and among the number will be the graduating class of Greensboro Female College, twenty young ladies, who desire to visit the Exposition in a body.

THE TEACHER'S party is not by any means a public excursion, and no person is admitted to its privileges unless well known and properly vouched for as a congenial traveling companion and associate. A number of undesirable applicants have already been rejected, as it is intended the Teachers' Assembly shall have not only a large but a select representation at the World's Fair.



## IN THE SCHOOL-ROOM.

### WHAT THE SCHOOL-BELL SAYS.

FOR RECITATION.

It is wonderful what unlike things  
The school-bell says to the boys, when it rings!  
For instance, the laggard who drags along  
On his way to school, hears this sort of thing:

Oh—suz—hum!  
Why did I come?  
Study till four—  
Books are a bore!  
Oh how I wish  
I could run off and fish!  
See! there's the brook,  
Here's line and hook.  
S'pose I must go,  
Study till four.  
Books are a bore!

Then the boy who loves to be faithful and true,  
Who does what his parents think best he should do,  
Comes bravely along with satchel and books,  
The breeze in his whistle, the sun in his looks,  
And these are the thoughts that well up like a song,  
As he hears the old bell with its faithful ding-dong:

Cling, clang, cling—  
I'm so glad I can sing!  
Everything fair,  
And balmy the air,

Even a boy  
Finds study a joy!  
When my work's done  
I'm ready for fun.  
Keener my play  
For the tasks of the day.  
Cling, clang, cling—  
I'm so glad I can sing!

These are the songs which the two boys heard,  
When the school-bell was ringing, word for word.

Which do you think was the truer song?  
Which do you hear, as you're trudging along?  
Don't be a laggard! far better, I say,  
To work when you work, and play when you play!

—*Selected.*

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### DEATH VALLEY.

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One of the great wonders of California is Death Valley, a section eight miles broad and thirty-five miles long. It is the sink of the Amargosa river and is situated in Inyo county.

The valley lies far below the level of the sea; in some places one hundred and sixty feet. No friendly clouds shut off the scorching heat. The thermometer registers one hundred and twenty-five degrees, week after week. No moisture ever falls to cool the burning sand. Bright steel may be left out night after night and never be tarnished. Nothing will decay; a dead animal will simply dry up like parchment and remain so seemingly forever. No sound is ever heard; the silence of eternal desolation reigns supreme. The air is said to be poisoned from gas emitted from fissures in the rocks. The rocks, lava, basalt and granite show volcanic formation, which probably will account for the poisonous quality of the air.

## THE LONGEST DAY.

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It is quite important, when speaking of the longest day in the year, to say what part of the world we are talking about, as it will be seen by reading the following list, which tells the length of the longest day in different places.

How unfortunate are the children in Tornea, Finland, where Christmas day is less than three hours in length! At Stockholm, Sweden, it is eighteen and one-half hours in length. At Spitzbergen the longest day is three and one-half months. At London, England, and Bremen, Prussia, the longest day has sixteen and one-half hours. At Hamburg, in Germany, and Dantzic, in Prussia, the longest day has seventeen hours. At Wardbury, Norway, the longest day lasts from May 31 to July 22, without interruption. At St. Petersburg, Russia, and Tobolsk, Siberia, the longest day is nineteen hours, and the shortest five hours. At Tornea, Finland, June 21st brings a day nearly twenty-two hours long, and Christmas one less than three hours in length.

At Raleigh the longest day is about fifteen hours, and at Montreal, Canada, it is sixteen.

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BLUSTERERS never accomplish much. They are not steady or reliable. They make a great noise, but it is the roar of an empty sound. Be prudent, be cautious, know your ground thoroughly, look well ahead and you will never become superfluous. Never sit down and confess yourself beaten; it is a coward's trick. If there are difficulties in the way, struggle with them like a man. Use all your resources; put forth all your strength and never say die.—*Exchange*.



## THE "BRIDE'S TELEGRAM."

THE TEACHER has never made an offer which so interested the young people in the schools as has the one in regard to the "Bride's Telegram." A great many replies have been received from boys and girls in every part of the State, and we give the following best condensations of the two hundred and thirty-three words into the usual ten words and under:

SUSIE TILLINGHAST, Raleigh.

Arrived safe with trunk.

MAGGIE BRYAN, Raleigh.

I and trunk safe.

ALMA ELLIS, Raleigh.

I and baggage arrived safe. All well. Write soon.

JESSIE CARROLL, Raleigh.

Arrived safe. Baggage here.

LIZZIE JACKSON, Raleigh.

Arrived here safely this morning. Hope you are well.

MARGUERITE CROW, Raleigh.

I arrived safe; my baggage with me.

ANNIE ADAMS, Raleigh.

Reached here safe with my trunk.

LILA BAILEY, Raleigh.

Safe.

JULIA F. DEWEY, Raleigh.

Arrived safely. Baggage O. K.

MAUDE EDWARDS, Raleigh.

I and trunk safe. In good health.

LILY KOONCE, Raleigh.

Arrived safe.

ROBINA L. TILLINGHAST, Raleigh.

I and my trunk safe.

LOULA HODGE, Raleigh.

Baggage and I all safe. Met Cousin Will.

BERNICE ELLINGTON, Raleigh.

All is O. K.

MAGGIE BROUGHTON, Raleigh.

Arrived here safely with my trunk. No accidents on way.

IMOGENE BAKER, Raleigh.

Arrived safely at Frog Center last night.

MAY LATTA, Raleigh.

Arrived safe with baggage.

ELLA FORD, Raleigh.

I arrived safely.

BETTIE GOODWYN, Raleigh.

I and trunk arrived safe.

MAUD FOUST, Mt. Vernon Springs.

Arrived home safely. Cousin Will managed baggage.

ANNIE CHEEK, Mt. Vernon Springs.

Arrived here all O. K. this P. M.

INA FOUST, Mt. Vernon Springs.

Arrived safely. Met Cousin Will on train.

AVA CHEEK, Mt. Vernon Springs.

Arrived without accident. My trunk came through all right.

WINNIE REDFERN, Ansonville.

Arrived home safe with trunk. Cousin Will assisted me.

Our little friends have shown very considerable tact and skill in wording their telegrams, and such practical ideas will prove exceedingly valuable to them through life. Any one of these telegrams would have been entirely satisfactory to the languishing young husband, besides saving to him just \$12.22, which amount would have aided the bride very materially in the purchase of a new spring bonnet.

A competent committee, after careful examination of the papers, awarded the prize to Winnie Redfern, a pupil in Ansonville school. The premium book, "Tennyson's Poems," has been sent to her by mail.

We thank our little friends very much for their interest in the matter, and we feel quite sure that the contest has given them some practical business ideas which they will find highly useful, and thus the object of the contest will have been fully accomplished.

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### RECITATION RULES.

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1. If you expect to have lessons learned at all, make them short.

2. Assign but few lessons to be learned at home; children must have time to work, play, eat, sleep and grow.

3. Keep your explanations down to the level of your pupils' minds. A great deal of teaching "flies over the heads" of your pupils. You must learn to talk in household American, such as men use in business and women at home.

4. Your chief business is *to make pupils think*, not to think for them; *to make them talk*, not to talk for them; *to draw out their powers*, not to display your own.

5. Keep your voice down to the conversational key. A quiet voice is music in the school-room.

6. Train your pupils to recite in good American, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions and have them corrected afterwards.

7. *Seldom repeat a question.* Train your pupils to a habit of close attention, so that they can understand what you say the first time you say it.

8. Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was that "he allowed his slow boys time to *wriggle out an answer.*"—*Sweet's Methods of Teaching.*



SOME REFLECTIONS.

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How doth the busy little girl, Improve each passing hour,  
By chewing slabs of tulu gum, With all her jawful power.

How cunningly she wads it up; How quick she turns it o'er;  
Shifts it from port to starboard, Then she chews it more and more.

Who taught the little girl the way to work her busy chin?  
Who showed her how to twist her jaws, Such weird grimaces in?

Who taught her deft prehensile tongue The lasso's work to do?  
To corral the elusive gum, And chew, and chew, and chew?

Ah me, she learned the art at school, Matriculation day,  
and hasn't learned a great deal more, What time she came away.

Then let us all, with heart and will, Keep gum on hand to chew,  
And find some occupation still, For idle jaws to do.—*Exchange*.

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IF WE WORK upon marble it will perish; if we work upon brass,  
time will efface it; if we rear temples, they will crumble into dust;  
but if we work upon immortal minds, if we imbue them with principles,  
with the just fear of God and love of our fellow-men, we engrave on those tablets  
something which will brighten to all eternity.—*Daniel Webster*.

---

MANY SCHOOLS in North Carolina have pupils from Northern States.  
True merit is sure to be recognized in due time, and there are no better schools in the world than in North Carolina.

## A BOY'S COMPOSITION.

In a public school in New England the teacher thought she would give out natural history subjects for compositions. In this way she teaches the pupils American orthography and natural history at the same time. The commonplace subject of "Ants" was given to a bright boy who said he knew all about it. This is the result of his efforts:

## ANTS.

There is many kinds of Ants My ant Mary Jane is one of these kind. She is genlly good natured and when she comes to see My Mother she brings me five cents worth of peanuts and tells me Why James how you've growed but when I go and see her and don't only just wawlk on the Carpit without Cleening my boots she is orfly mad. Ants like to give you Advice and scold at you like everything but their Hart is in the Wright Plaice and once I found a Ants nest in the woods I poked it with a stick and a Million Ants run out after me and Crawled up Inside my Pants and Bit me like Sixty. Ants nests are good Thing not to Poke with a stick Ants are very Industryous in Steeling Shugar. I forgot to say that my Ant Martha lives in Main she has a boy of jüst about my Aige and He can stand on his Hed Five minits and how Do you suppose he can do it. I Do not think Annything more about Ants at present.

## A STATE MOTTO.

The Legislature is considering a proposition to adopt a motto for the State, and the sentiment suggested is *Esse quam videri*. THE TEACHER is most emphatically opposed to the suggestion. North Carolina does not want on its flag for a motto any quotation from a dead pagan, in a still deader language. We want nothing but an American sentiment in the American language. If no North Carolinian has never said, or can say, anything good enough for a State motto, and in the American language, we had better wait until some son or daughter of the State says something sufficiently good and patriotic for us to adopt. Anyway, we do not want any foreign idea or language on our State flag. If the flag is for the people the motto should also be for the people, and in the language that is understood by the people.

## THE CONDITION OF THE UNIVERSITY.

The following members were appointed a Joint Committee by the General Assembly to visit and inspect the State University:

Senate—Battle, Chairman; Aycock, James, Cheek, and Pou. House—Holt, Chairman; Eure, Parker, Robertson, Starnes, Walker, and Ward.

All the members of the Committee made the visit and personally inspected the buildings, recitation rooms, laboratories, dormitories, library and other equipment of the University, besides witnessing some of the exercises of the Institution. They submitted the following elaborate report;

## AMOUNT OF STATE PROPERTY AT THE UNIVERSITY.

“The Committee found the following property belonging to the State: A campus of 48 acres and 500 acres of forest land adjacent thereto; seven substantial brick buildings with tin roofs; one substantial brick building with shingle roof; Memorial Hall with slate roof; a framed building for the use of medical students in dissecting bodies, and a rented frame building for gymnastic training; five laboratories for practical work in chemistry, biology, physics, electrical engineering, mineralogy and geology; four museums for work and illustration in geology, mineralogy, chemistry, biology and history; twelve recitation and lecture rooms for instruction in fifteen departments; ninety-nine dormitory rooms for occupation by students; a library and reading-room; a chapel for daily morning prayers; a Young Men’s Christian Association Hall and reception room, wherein the young men meet five times a week for worship; two Society Halls for literary culture, containing over sixty portraits of the most eminent men produced by



the State. This property is valued at half a million dollars, and nearly the whole of it has been given to the State by philanthropists, and has been received by the State to be sacredly devoted to the higher education of its youth. It is both the duty and interest of the State to maintain this property in such condition as will prevent its decay and enable it to be used for the purposes of its creation.

#### NECESSITY FOR REPAIRS.

“The Committee personally inspected the condition of each building. The oldest building, ‘The Old East,’ is a century old. Its floors, doors, windows, etc., are so worn as to require entire renovation. ‘The Old West’ is in the same condition. These are three-story brick buildings, containing fifty-two student rooms and six lecture rooms. They have been in constant use since their erection. The New East and the New West are in need of partial repairs of floors, plastering, etc., and all the woodwork needs the protection of paint. The tin roofs of six buildings are badly worn and need replacing. The tin roof on the South Building is more than seventy years old, and those on portions of the Old East and Old West are sixty-seven years old. These buildings and roofs have been patched from year to year for the last twenty years until it is a waste of money to continue this temporary make-shift. The Committee recommend that the Old East and Old West Buildings be entirely renovated; that the New East and New West be repaired to the extent needed for their preservation from decay, and that new tin roofs be placed on these four buildings, as well as on the Library and the South Building. The last Legislature appropriated \$5,000, which was spent judiciously and economically in renovating the South Building and repairing the Chapel, and these two buildings are now in good condition, except the roof of the South Building, which is quite worn out.

“The Committee visited the various recitation rooms, and inspected their furniture, and found that the seats and benches were very old and uncomfortable. They are unworthy of the Institution, and should be replaced by such seats as are now used in our higher schools and colleges.

#### SANITARY ARRANGEMENTS.

“The Committee were much impressed by the lack of suitable water supply, and the consequent lack of baths, water-closets, &c. Efforts have been made by the Trustees to supply these conveniences, but they have not been able to go further than provide a large well with an estimated capacity of 15,000 gallons a day, at a cost of \$1,500. The University should be furnished with such conveniences as are considered essential to the health and decency of all institutions of this character. We recommend that the means be furnished to distribute the water from this well to the various buildings and laboratories, and to provide baths, &c., and to furnish a suitable system of drainage. The basement of Smith Hall can be used for closets, &c., so that there will be no expense for buildings to be erected for this purpose. An adequate water supply is not only essential to health and decency, but is a great security in case of fire. With a large body of active young men to constitute a fire brigade, and a large supply of water easily accessible, the half million dollars worth of State property would be practically insured. It is also a matter of economy, for all the water now used by the students is carried by hand in buckets, and all the waste water is similarly carried away, both at great expense.

#### AN INFIRMARY.

“The roll of students for the present year has already reached 317. In so large a number there must be frequent cases of sickness, and to be sick in a noisy college dormi-



tory may sometimes make the difference between life and death. A comfortable frame building should be erected, isolated from the other buildings, for the proper care and nursing of the sick, as well as to prevent the spread of any contagious disease.

#### THE LIBRARY.

“The Committee were much pleased with the arrangement of the Library. It contains 32,000 carefully selected volumes in all departments of science and literature, besides several thousand pamphlets, and there is urgent need of more shelf room for the same. The Committee regretted to see between three and four thousand volumes piled on the floor of a room for lack of accommodation in the Library. They saw, also, eighteen boxes of books yet unopened, and said to contain the valuable library of the late Doctor Thomas F. Wood, of Wilmington, recently donated to the University by his widow. There is urgent need of accommodation for these books. People will not make gifts to the University if the State will not incur the expense to receive and preserve them.

#### MORE ROOM.

“There is room in the buildings for the accommodation of less than 200 students. The roll for the present term will reach 250, and for the year 320. If the University is to continue its growth there is need of more room for the accommodation of its students, and the management hope to secure 400 next year and 500 at an early date. The State should provide sleeping room for all of her sons who come to the University for education.

#### GENERAL SPIRIT OF THE UNIVERSITY.

“The Committee was present at morning prayers in the chapel and saw the entire body of students. They also



inspected several private rooms and were interested in observing the spirit that prevails. They also saw the young men in their literary societies, and it gives the Committee pleasure to testify to their manly and courteous demeanor, and to the manifest spirit of economy and earnestness and student brotherhood that exist in the Institution. The Committee are entirely satisfied that the University is performing a noble duty to the State, that its power for usefulness is steadily growing in the right direction, and that it merits the care and support of the Legislature, as well as the esteem and patronage of our people."

We are glad to see the Legislators personally inspecting the University and recognizing it as State property. We are also glad to find the Institution in such splendid condition as to intellectual and moral training. Its material equipment should conform to the needs of such institutions of this day.

Our University appeals strongly to the love and support of every North Carolinian, both by reason of its noble past record and its present useful and honorable work. In the words of the Committee, "it merits the care and support of the Legislature as well as the esteem and patronage of our people."

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THE MEETING of college presidents in Raleigh, on January 24 was an occasion of no little importance. The main object of the conference was to establish the relation which the colleges bore to one another and to the University. It was urged that the colleges should abolish the preparatory department, and the University ought to do only genuine *university* work and never confer the degree of B. A. These are just and reasonable demands, and if complied with there would be no further conflict between the high schools and colleges, and the colleges and the University.

# North Carolina Teachers' Assembly.

ORGANIZATION 1892-'93.

JOHN J. BLAIR (Superintendent Winston Graded Schools), President.  
EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas.  
MISS GERTRUDE JENKINS (Wilmington), Stenographic Secretary.  
MISS MATTIE WHITAKER (Enfield), Director of Music.  
EDWARD E. BRITTON (Roxboro), Chairman Teachers' Bureau.

## EXECUTIVE COMMITTEE :

JOHN J. BLAIR, <i>ex officio</i> , Chairman,	Winston.
EUGENE G. HARRELL, <i>ex officio</i> , Secretary,	Raleigh.
C. B. DENSON (Raleigh Male Academy)	Raleigh.
J. Y. JOYNER (Superintendent Graded Schools),	Goldsboro.
WASHINGTON CATLETT (Principal of Academy)	Wilmington.
CHAS. D. MCIVER (Pres't Normal and Industrial School),	Greensboro.
M. H. HOLT (Principal Oak Ridge Institute),	Oak Ridge.
JAMES DINWIDDIE (President Peace Institute),	Raleigh.
T. J. DREWRY (Horner School),	Oxford,

## TENTH ANNUAL SESSION :

ASSEMBLY BUILDING, Morehead City, N. C., June 13—27, 1893.

## ASSEMBLY NOTES.

THERE will be a meeting of the Executive Committee in Raleigh on February 24, for the purpose of preparing the programme for the coming session of the Assembly. In this year of big things for North Carolina, we want the tenth session of the Teachers' Assembly to be the biggest thing of all.

THE Inter-Collegiate Oratorical Contest for this session is already beginning to excite interest among the boys. It is desired that the Societies of the University and the col-



leges will prepare fixed rules under which the contest shall be conducted, and the Assembly will conform to those regulations, and thus all mistakes will be avoided.

THE NAMES of several young ladies have been already sent to the Secretary as competitors in the Instrumental Music Contest this session. It is expected that this feature of the Assembly work will be even more interesting than ever before. It is hoped that there will be in the contest a representative from every prominent music teacher in the State. Every leading school for girls is supposed to have at least one pupil who is prepared to enter a contest in an art which has been thoroughly taught to her by that school.

YOU NOW have ample time to prepare for an exhibit from your school in the Educational Exposition at the Teachers' Assembly. No exhibit will be expected from schools which have "fallen into a rut," and are not striving to keep up with the progressiveness of this age, but the thousands who attend the Assembly will look for some representation from the live schools in the State. The Assembly is gradually establishing a permanent exhibit in its building, and there is now at Morehead City quite a creditable display of school work and supplies.

THE ASSEMBLY will have the same very low railroad rates for this session as formerly, averaging about one and a quarter cents a mile. The membership coupon will also be sold with the railroad ticket as was done last year, which method proved so satisfactory both to the railroads and to the Assembly. The coupon saves the trouble of sending the annual membership fees in advance to the Secretary. The Secretary will take up the railroad coupons at Morehead City and give in exchange a certificate, which will secure the teacher's rates at the Atlantic Hotel. Each woman will receive \$1.00 from the Secretary when the coupon is exchanged.



# EDITORIAL.

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"Carolina! Carolina! Heaven's blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her."

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## THE DOG TAX FOR SCHOOLS.

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On January 26 a bill was before the Senate of North Carolina to put a tax of five dollars upon all female dogs in the State, for the benefit of the school fund. The bill was in the interest of the farmer and specially for the protection of the sheep raiser. After a discussion of about three hours the bill failed to pass by a vote of twenty-seven to twenty. Thus the farmers of North Carolina are permitted by the lawmakers to continue the sacred privilege of raising fine sheep for the purpose of feeding their neighbors' worthless cur dogs! Some of the ways of lawmakers and politicians are past finding out. The farmer must be taxed for owning a good harmless cow, but must pay nothing for keeping a worthless dog that preys upon his neighbor's property!

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MESSRS. D. APPLETON & CO., with their characteristic liberality to Southern enterprises, have kindly donated a complete set of "Christian Reid's" works to Mrs. R. R. Cotten for exhibit in the women's department of the World's Fair for North Carolina.

WE HAVE an excellent article upon inter-collegiate ball games, by Professor J. A. Holt, of Oak Ridge Institute. We are sorry that the paper came too late for publication in this issue, but it will appear in the March number, and we are sure it will be read with interest.

THE Normal School idea seems to be growing among the people of North Carolina. A bill was introduced in the General Assembly to create a normal department at some prominent high school in each congressional district in the State. We like the spirit of the bill, although we cannot fully approve the plan.

WE hope that our lawmakers will respond to popular desire and make a liberal appropriation for the Normal and Industrial School for Young Women. At the same time we also trust that the directors of the institution will, in accordance with the law establishing the institution, make it more "Normal and Industrial," and less "Seminary," as it now appears to be. Every public institution should stick to its charter.

WHY it is that more ungrammatical, misspelled and nonsensical advertisements are found in educational journals than in any other class of publications, is past finding out. The *Southern Educator* says "stationary," when "stationery" is intended, the *Teachers' Headlight* uses the singular verb when the plural is needed, and thus it is with many other publications. We suppose the editors will charge all these errors to the printer.

THE educational journals have realized to their sorrow, that about three-fourths of the "Teachers' Agencies" in this country are first-class frauds and swindlers. None of them should be patronized which will not pay their advertising contracts. THE TEACHER has not suffered very materially in this line, but we have a large list of the swindlers, as reported to us by other journals, and will



send our opinion of any Agency to any person upon application, and the opinion will be based upon reports in hand.

WAKE FOREST and Davidson Colleges have resolved to have no more peripatetic ball teams among their students. Trinity College will do the same, and this fact will cause many fathers and mothers to become satisfied that their sons are in future at college for the specific purpose of being educated. In some of the colleges in the United States the prime object seems to be to develop the students into foot-ball or rowing athletes or champions, while the development of their brain power and literary attainments is only a secondary consideration and of very little importance. This is the case at Harvard, Yale, Cornell and Princeton Colleges. If that is the correct idea of education, the boys should be apprenticed to some blacksmith instead of being sent to college. There is a revolution coming in regard to the roving ball-teams in the colleges. The fathers are protesting and the mothers are holding indignation meetings, and in a short time the inter-collegiate-ball-game will be looked upon with as much horror and contempt as would be a Spanish bull-fight at our capital city.

CAPT. C. B. DENSON, of Raleigh Male Academy, as Secretary of the State Board of Charities, has submitted to the General Assembly one of the best and most complete reports ever made by a public officer. In connection with the report is a bill for the establishment of the State Reform School, which proposition originated at the Teachers' Assembly. The Committee, appointed by the Teachers' Assembly, of which Captain Denson is Chairman, have done excellent work with the Legislature in behalf of the School; and even if it is not secured at this session of the General Assembly, the idea is fixed, and it will bring success within a short time. No great result was ever accomplished at once, but only by constant and persistent effort.



Captain Denson's excellent and telling work in the interest of the Reform School cannot now be fully realized, but we are assured that it will establish the school in due time.

EVEN the children are beginning to realize the foolishness of some of the so-called "methods of teaching." "I don't want to go to school," said a six-year-old Boston boy, the other day. "I've been learning 'Cat' all the term and I know it now; and I want to wait till they begin to learn 'Thur Cat.'" The incident carries its own commentary on the parrot-like methods still to be found in some schools. Why it is that many apparently sensible teachers will persist in working off such nonsense upon truly sensible children, at the expense both of the taxpayers and human brains, is beyond all finding out—it is one of the mysteries of the great unfathomable. We believe that there exists in North Carolina schools less of the humbuggery than in any other State, and we are proud to say that this "clap-trap," so-called teaching, is rarely seen in the South, it being confined almost exclusively to Northern public schools; and "so mote it be."

THE TEACHER is opposed to anything foreign for American schools. We do not like the kindergarten, because "kindergarten" is entirely too "Dutchy" for America. Besides, most of the kindergarten work is pure nonsense, and instead of being a help to a little child, it is a positive hindrance to its education. About the biggest humbug of the age is the average kindergarten. The work is largely silly and teaches the child absolutely nothing. THE TEACHER has no sympathy whatsoever with the Dutch methods that are imported into America under the so-called name of kindergarten. Have we no American teachers of children as good, yes, better, than Dutchman Froebel? We believe that American teachers and American methods are the best in the world, and the teacher who talks and

practices nothing but Froebelism, has very little importance or reputation among American teachers and in American schools. A few teachers in North Carolina think that no method is good unless it is Dutch. THE TEACHER believes that no method is good unless it is American.

THE NORTHERN gamblers hail with delight the inter-collegiate ball-games, for it is truly a season of harvest with them. We attended the famous foot-ball match-game between Yale and Princeton at New York, on Thanksgiving day, 1891, and do not remember ever before to have seen so much gambling upon any affair. The students of the two colleges were vigorously betting on the game, men and women of all grades of society were doing the same; even little girls had staked their candy money upon the results of the game, and the professional gamblers and sharpers were present by thousands, and were exceedingly happy in the fine opportunity given them for their work. The *New York News* reporter said that later in the day a young student of Princeton, very drunk, was leaning against a marble column in the Hoffman House trying to pawn his gold-headed cane for enough money to get back to the college. He had lost by gambling on the foot-ball match-game, the \$400 that his father sent to him for incidental expenses. We have seen almost as much drunkenness and gambling, in proportion to the number attending the match-game, in the South as in New York. The inter-collegiate match-ball game may be a fine agent in the moral and physical culture of a college boy, but the presidents of the ball-club colleges have not yet succeeded in proving it to the fathers and mothers of the boys. The pages of THE TEACHER are always freely at the service of any college president or professor who desires to defend his peripatetic ball-team and the public inter-collegiate match-games.



## ABOUT OUR TEACHERS AND SCHOOLS.

MISS AGNES ROWE has a thriving public school of thirty-four pupils in Pender county.

MISS DORA LYON, of Durham, has taken charge of music and art in Roxboro Institute.

MISS ETTA MURCHESON is teaching with great success at Mount Vernon Springs Academy.

MR. J. W. JOHNSTON is principal at Deep Creek Academy in Alamance County with fifty pupils enrolled.

MISS BELLE FLEMING (Peace Institute), of Raleigh, has been elected a teacher in the Raleigh Graded Schools.

THE Executive Committee of the Teachers' Assembly will meet in Raleigh on February 24, at the Yarboro House.

MR. EDWARD S. REAVES is principal of Aulander Male Academy. He is a progressive teacher, and has a successful school.

MR. W. P. WHITE and wife have charge of the public school at Graham with eighty-five pupils enrolled. The term will be about six months.

MISS MATTIE WHITAKER, who is teaching music at Enfield, will have charge of the musical exercises at the Teachers' Assembly this summer.

MR. W. H. PENNY, Jr., of Apex, is now principal of the High School at Moncure, and we are pleased to know that the school is doing so well in his hands.

THERE will be a meeting of the Association of College Faculties in Raleigh on February 24. It will be an interesting meeting, and will be largely attended.

PROFESSOR MARTIN H. HOLT, of Oak Ridge Institute, has made a very fine record in the Legislature as a strong, patriotic, conservative and progressive statesman.

MR. CHAS. J. PARKER has resigned as principal of the Centennial Graded School at Raleigh, giving as reason therefor that his duties were not sufficiently defined for him to do satisfactory work.

THE citizens of Fayetteville propose to establish a high-grade Military School at that place with Professor Yerex, now of Davis School, as superintendent. The Park House has been offered for the purpose.

PROFESSOR W. J. SCROGGS has resigned the principalship of Piedmont Seminary at Lexington to accept the superintendency of the Graded Schools at Fort Valley, Ga. He is very much pleased with his new work and new home.



MR. D. R. McIVER, of Sanford, has taken charge of a High School at Clover, S. C., and began the term, January 23, with thirty-eight pupils in attendance, although the ground was covered with snow to the depth of nine inches. It is nice to "live in Clover."

MISS SOPHIE REYNOLDS, a post-graduate student at Bryn Mawr College, in Pennsylvania, and a most fascinating young lady, spent the first week in February on a visit to her friend, Miss Marguerite Howell, teacher of vocal music in Peace Institute, Raleigh.

MISS ALICE DUGGER, of St. Mary's School, one of North Carolina's sweetest singers, most charmingly rendered the leading part in the opera "Mascotte" at Metropolitan Opera Hall, Raleigh, on February 10. The entertainment was under the auspices of the King's Daughters.

PROFESSORS Charles D. McIver and E. A. Alderman, Superintendents M. C. S. Noble, E. W. Kenneday and E. P. Moses have been frequent visitors to the General Assembly in the interest of various educational bills. North Carolina teachers are as useful in the lobbies as on the floor of the Legislature.

MR. J. E. ERVIN, principal of the Waco School in Cleveland county, is a member of the House of Representatives, and is making a fine record by his thoughtfulness and ability. He was also a member in the "Spelling Bee" at Metropolitan Hall on January 31, and covered himself with honor in that contest also.

MR. A. LEE JOHNSON has a large and prosperous public school in Yadkin county with the striking name, "Frog Pond Public School." He is a good teacher and writes: "I cannot do without THE NORTH CAROLINA TEACHER, and I heartily advise every teacher in the State to be a subscriber." [Thank you.—EDITOR.]

MR. JOHN W. STARNES, formerly County Superintendent of Public Education for Buncombe county, now ably represents his county in the General Assembly. THE TEACHER is proud of his fair and careful consideration of all educational matters that have been before the Legislature, and he has always voted in the line of conservative progress.

PEACE INSTITUTE gave a most delightful *soiree musicale*, complimentary to the State officers and members of the General Assembly, on January 27. The affair was largely attended, and while the music was highly appreciated the evening was made still more enjoyable by the charming reception held by the Faculty and young ladies after the concert.

MR. ROBERT L. MADISON has built up a fine school at Painter, Swain county. It is named Cullowhee High School and is a first-class institution, with departments of English, Classics, Business and Art. One hundred and eighty pupils are now enrolled, and in May six students will graduate in the Classical and Commercial departments. We congratulate friend Madison upon his success.

THE NORTH CAROLINA COLLEGE OF AGRICULTURE AND MECHANIC ARTS will graduate its first senior class in June, and this Commencement will be unusually important and interesting in North Carolina. Some distinguished educators and public men will be present on the occasion, and a very large number of visitors. The College is doing excellent work, and strictly conforms to its charter, as all State institutions should.

THERE have been very few entertainments in Raleigh so enjoyable as the evening which the members of the Legislature spent at Saint Mary's School, February 2d, by special invitation of Dr. Bennett Smedes, the rector. Almost every member of the General Assembly was present, also the Governor and several State officers. The music was exceedingly well rendered, and the large array of lovely young ladies added greatly to the pleasures of the evening. North Carolina is truly proud of "noble old Saint Mary's."

OUR University is rapidly attaining the importance of being the most popular and successful institution of learning in the South. There are now three hundred and seventeen students in attendance, of whom only nine are receiving free tuition under the State law. These nine are sons of ministers, two candidates for the ministry and one cripple, all being needy and meritorious. Every North Carolinian is in love with the University and would heartily approve any appropriation the General Assembly may make for its support.

THERE WAS a conference of College Presidents in Raleigh, January 24, in the office of the Superintendent of Public Instruction. There were present President Winston, of the University; Presidents Shearer, of Davidson, Crowell of Trinity, Taylor of Wake Forest, Holladay of the Agricultural and Mechanical, Long of Elon, and Hobbs of Guilford; also, by invitation, Superintendent Scarborough, ex-Superintendent Finger, Dr. C. T. Bailey and Dr. F. L. Reid. Many matters of importance were discussed. There was a very hearty and unanimous expression of opinion favorable to the growth of the University. The best feeling prevailed, and our leading educators showed that they were alive and united for higher education. Steps were taken looking to co-operation between the University and the colleges in protecting the A. B. degree. Dr. Winston made a minute comparison of the work done by our University and the large Universities North. He showed that our standard is as high as that of any and is far higher than that of the University of Virginia. The conference will meet again February 24th, in Raleigh.

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## CUPID AMONG OUR TEACHERS.

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Many strange things in this age we see,  
 For girls can now take a learned degree,  
 And *our* girls all have, we're happy to tell,  
 Joined to their names the A. B.—"A Belle,"  
 And yet 'tis well known, to all, far and wide,  
 They soon take another A. B.—"A Bride."

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MISS ALPINE DOUGLAS HOLLOWELL, of Elizabeth City, a teacher and a member of the Teachers' Assembly, was married to DR. SAMUEL ALEXANDER GRAHAM, of Baltimore, on Tuesday evening, February 14, at 1923 St. Paul Street in the "Monumental City." They will be "At Home" to their friends after March 1, in Salisbury, Md.

## AT RECESS.

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The books and slates now put away,  
 And let us laugh a little while;  
 For those who work there should be play,  
 The leisure moments to beguile.

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A BETTER SCHEME.—Minister—"Tommy, if a bad boy should dare you to, would you knock the chip off his shoulder?" Tommy—"Nop—I'd knock the head offen his shoulder."

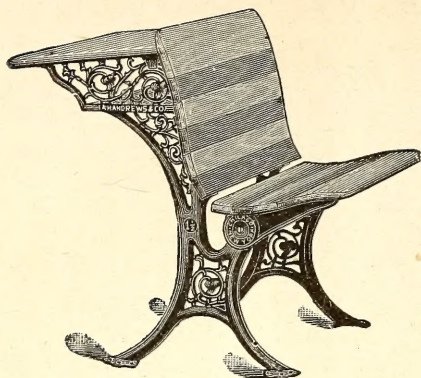
SHE OMITTED THE PERIOD.—Indignant mother—"And so he kissed you three times? Now, what did you say to him?" Artless daughter—"Why, I said, 'Don't! Stop!'" She did, only it sounded like "Don't stop."

ABSOLUTELY CORRECT.—College don—"So you confess that the unfortunate young man was carried out to the pump and there pumped on. Now, Mr. Geer, what part did you take in this disgraceful affair." Student (meekly)—"The left leg, sir."

A LIBERAL EDUCATION.—Civil service examiner—"You have passed a splendid examination, Mr. Complex; might I ask how you prepared yourself?" Mr. Complex—"I made it a point to look up and answer the questions asked me by my ten-year-old boy."

IT WAS a little girl at Malden school who, having been naughty, and having received a punishment from her mother, said this prayer fervently when she went to bed that night: "O God! please make me good; not *real* good, but just good enough so I won't have to be whipped."





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ANDREWS' NEW TRIUMPH

AUTOMATIC SCHOOL DESK.

ANDREWS' NEW PARAGON SCHOOL DESK.

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OPERA CHAIRS, CHURCH CHAIRS, Forty-one Styles.

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REV. WILLIAM B. HARRELL, M. D

AUTHOR OF "HO! FOR CAROLINA "



# THE NORTH CAROLINA TEACHER.

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VOL. X.

RALEIGH, MARCH, 1893.

NO. 7.

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EUGENE G. HARRELL,

Editor.

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## CONQUER YOURSELF.

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It's no use to grumble and sigh,  
It's no use to worry and fret,  
It is useless to groan or to cry,  
Or fling yourself down in a pet.  
You'll never be wise or be great,  
If you bluster like bees when they swarm;  
'Tis folly your woes to berate,  
And pitch like a ship in a storm.

Don't get in a tantrum and shout  
When obstacles rise in your path,  
And don't—let me beg of you—pout,  
By way of displaying your wrath.  
Don't butt out your brains just to spite  
Some fancied injustice of Fate,  
For time will set everything right,  
If you only have patience to wait.

The blustering wind cannot chill  
The lake, though he ruffles its face,  
But the frost, with its presence so still,  
Locks it fast in a silent embrace.  
So you may win fame beyond price,  
And conquer the world with its pelf,  
If you will only heed this advice,  
And first learn to conquer yourself.

—*Golden Days.*

## “HO! FOR CAROLINA” AND ITS AUTHOR.

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Few men in North Carolina who have striven to be only a modest and devoted citizen of the State are more generally known and esteemed than REV. WILLIAM B. HARRELL, the author of our famous and patriotic State song, words and melody, “Ho! for Carolina.” We are glad to present to our readers a brief sketch of this distinguished author, with an excellent portrait.

Rev. William B. Harrell, M. D., was born in Suffolk, Va., December 17, 1823, and is descended from Revolutionary stock. His grandfather, Samuel Harrell, of Gates County, North Carolina, was a soldier in the war for American Independence, and his father, James Harrell, was a soldier, also, in the war of 1812. In the direct line of his paternal ancestry was the sister of Sir Martin Frobisher, the famous English navigator and explorer.

At the close of the war of 1812 James Harrell, then a young man of about twenty-five years, settled in Suffolk, Va., and married Miss Martha McGuire, of that town, in 1818, from which marriage sprang our author the subject of this sketch, he being the younger of only two sons (James and William) that reached their maturity, the others (and there were several) dying in infancy.

These, with two other sons by a second marriage (Joseph and Samuel), are all now remaining of a once large and happy family.

Dr. W. B. Harrell's mother dying when he was quite a little boy his father returned to his native State, North Carolina; and here, amid the pine forests and “scented vines” of our beloved land, the author of “Ho! for Carolina” was reared, spent his early boyhood, grew up to manhood, and married a daughter of Rev. Amos J. Battle, of Raleigh. During his long life in the “Old North State,”



imbibing an intense love for her people, her institutions, her simplicity and her stern integrity, he "one sweet day" wrote the song that stands named in the beginning of this sketch, which song has resounded from the "sea to the mountain towers" of our beloved State, and has been sung in the schools, public and private, in the homes, the halls, and on the highways of this great commonwealth from the remotest borders of Currituck to the greatest lengths of Cherokee.

Dr. Harrell, in his early boyhood, was a student at Randolph-Macon College before its removal from Boydton, Va. In 1849 he was graduated in medicine from the University of Maryland; and in the War for Southern Independence was, by the Surgeon General of the Confederate States Army, appointed Assistant Surgeon, stationed at the Confederate Camp of Instruction near Dublin, Va., in Pulaski County very near the enemy's lines, which were just over the mountains beyond the camp. But before the close of the war he was appointed Medical Examiner on a Board of Conscript Surgeons, with headquarters at the thriving little city of Staunton, Va., and was stationed there when the terrible end came that draped the beautiful Confederate Flag in mourning sable.

Our author wrote "Ho! For Carolina" about the beginning of the War for Southern Independence, as is stated on the fly-leaf page of the sheet-music edition of the song as now published, and its popularity at the outset was *rampant*, so to speak, and assured.

For several years the song was in manuscript copy only, and was often sung by the author and his accomplished musical wife with immense effect to large assemblies, both at their home and in the State Capitol building at Raleigh, and also in many other places of our dear Carolina during the Confederate struggle; and it is now believed to have had much to do, when sung by the soldiers or played in



some of its many arrangements by the bands, in firing the hearts of North Carolina troops on the field of battle to an intense determination to defend *at all hazards* the Carolina homes of the loved ones left behind.

Dr. Harrell wrote many patriotic Southern songs during the war from 1861 to 1865, among the best known being: "Up With the Flag," "Sons of Freedom," "The Confederate Banner," "Soldier's Reverie," etc. In later years, after the great conflict he wrote "The Sailor Boy," "The Fair Milkmaid," "Dreams of Love," "Wedding Anthem," "Remember the Orphans," words and music, and many Sunday-school songs and hymns, notably "Praises to Jesus," "Home Above," "The Lord My Portion," "Wondrous Love," etc. He has also written a number of popular patriotic speeches for declamation in schools, and they have created enthusiasm at many school exhibitions within our State when effectually rendered.

In 1868, while residing in the village of Snow Hill, Greene County, N. C., Dr. Harrell entered the ministry of the Baptist Church, and was regularly ordained to that work by a presbytery of elders composed of Rev. G. W. Sanderlin, D. D., our recent State Auditor, Rev. Joseph H. Freeman and Rev. E. A. Best; and he has been pastor of churches in many sections of this State from that time to the present. He is now in his seventieth year and is still preaching, having charge of three churches as pastor in the Cedar Creek Association, and also at the "South River Mission," but residing in Dunn, N. C., having retired from the practice of medicine entirely that he may the more fully devote the remaining "days of the years of his life" to the work of the ministry.

Dr. Harrell is the father of four sons and seven daughters, and seven of these children are now living, the editor of THE NORTH CAROLINA TEACHER being the first-born. A family of whom it may truly be said that music and song are their natural birthright and their choicest inheritance.

Before his ordination to the ministry, and for many years since, Dr. Harrell was successfully engaged in the daily work of the school-room, and a very large number of young men and women throughout the State remember him most affectionately as their good and faithful teacher. As he retires from the active work of the school by reason of declining years, he enjoys the proud consciousness of having personally educated his own large family of children, as well as having trained the minds of many of the youths of our State into paths of knowledge and usefulness; and what, indeed, can be a more honored memory for any North Carolinian to bequeath to his State!

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## OUR EDUCATIONAL SYSTEM.

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[Speech by Professor M. H. Holt, Chairman of Educational Committee of the Legislature, at the "College Men's Banquet," Raleigh, N. C., February 24, 1893.]

On being informed that I would be called upon to respond to the toast *Our Educational System*, I am reminded of the subject which a philosopher took for the basis of a labored effort, "The World in General, and the Universe in Particular." And in treating this subject I shall be guided by the rules of argumentative discourse adopted by the old negro preacher, who said, "Bredrin and sisters, I 'vide my tex' in three parts; fust, de *resordium*; second, de *experzition*; third, de *rousement*."

By *Our Educational System*, I understand not the American system as opposed to the German or English, for as a nation our educational system is as varied as is the character and disposition of our people. Each State, according to the temper of its population, has developed its own sys-



tem of schools—common schools, high schools, colleges, technical schools and universities. These are as different as the blood which coursed through the veins of the founders of the different States. The Puritanic impress still rests upon the educational system of New England ; that of the Cavalier, upon those of some of the Middle and South Atlantic States, while the newer and richer States of the Great West have a composite system. It would be invidious to institute comparisons. I do not think the scope of this speech would allow it, even if I supposed the patience of this audience would. I am free to say, however, that as a nation we have no system. Hence the subject given to me must have reference to the State of North Carolina. At any rate, in this assembly of North Carolina teachers we propose to treat the question as applying to North Carolina and North Carolina alone. This is our *resordium*.

Our educational system is a unique one. I think if my subject had been “our *lack* of an educational system,” it would have been more suggestive of the facts in the case. However, taking it for granted we have a system, let us define it. It consists of common or free schools, academies and high schools, normal schools, industrial schools, colleges and the University, the latter the “apex of the entire system.” Assuming that the University *is* the apex, we must also assume that the common or free schools of the State are the corner-stones, or the foundation stones, of the whole fabric of our educational system. For, no matter how excellent our higher schools and colleges and universities, we can never become an educated people until we provide first-class educational advantages for the masses of our people, and provide those free of charge for tuition. If there is any school system which is universal in America it is her system of public schools, for it is an axiom universally accepted that a free people should and must be



educated. In Oriental countries where kings hold universal sway, great attention is paid to educating him for his high and important office; but in *this* country, where *every* man is king, every man ought to be fitted by all the processes of mental development for the exercise of his royal franchise.

The public school system in its ramifications is supposed to put those holy influences in the reach of all which will lift all up to a higher plane of life, of aspiration, of ambition, and to open the ears of the barefoot boy, following the plow and wielding the hoe, to the wondrous music of Hope, and set his little life all aglow with pictures of honor, of renown, and of the many rewards of higher culture. It makes the obscure country lad of yesterday the scholar and patriot and soldier of to-morrow. It is our hope; it is our necessity. I should speak of its advantages along another line. This country, thank God, is not a monarchy with its castes and its aristocracy. There is no aristocracy recognized here, except the aristocracy of honest ambition. The public school system brings all children on a level, special privileges to none, and the boy soon recognizes, in childhood, that great truth, which is one of the immortal declarations of '76, that all men were created *equal*. So in childhood is recognized that great and honest principle which lies at the foundation of our system of government, that accident and inheritance are powerless to fix station in life in this country.

Seeing, then, the great necessity of public school education, should we not amend our system? The public graded schools in the towns are doing a wonderful work. They ought not to be crippled in that work by mistaken notions of economy or of policy, but should be everywhere heartily supported and encouraged. But in the country, lack of money brings about lack of teachers, lack of good houses, and lack of time devoted to the free school. What, then,

should be done? Taxes should be raised, even by constitutional amendment, if necessary, to thirty cents on property and ninety cents on the poll for school purposes: This, and the appointment of capable boards of education in each county, would do much toward lifting the public schools to the front. Of course this must be done gradually, but it must be done.

The high schools and academies are designed to give higher training to those desiring to teach, to give special training for college, and to fit those who are not able or willing to go to college to fill honorable and useful positions in life. It is the noblest Roman of them all. This class of schools, while not reaching so many as the public schools, reaches vastly more than the colleges. They are feeders to the college. They encourage and inspire and persuade and incite their students to higher and prouder intellectual endeavor, and as a consequence hundreds annually go to college from their walls. Another large class, and their name is legion, go forth from these same institutions to teach in the public schools, while a countless army, not having either the time or the means to go to college, go forth to do valiant service in the battle of life. God bless the noble men and women who, half paid, pursue the double task allotted them in the high schools and academies of the State! Nobler work, more faithful and painstaking work, cannot be done than is being done by this class of men and women in North Carolina to-day.

The colleges of the State, denominational and non-sectarian, are doing a noble work. Unselfish, but powerful instrumentalities for good, without friction, with *curricula* varying to suit the needs of each in carrying out the purposes of its own individuality, sending out men and women, full grown mentally and morally, year by year, by the hundreds to wield the scepter of power political and social and moral, or to dwell queens uncrowned in the sacred realms



of the home circle; contributing, year after year, to the development of our character as a people and to the elevation of humanity. All honor to the male and female colleges of North Carolina!

Special schools with us are as yet largely an experiment. Our Agricultural and Mechanical College, supported by both State and nation, fills a want in our system, not so much long felt, as anticipated. It makes mechanics and scholars. It dignifies labor without degrading scholarship, and will in the near future demonstrate the wisdom of its establishment by the character of its work and the influence of its students in society and in the industrial arts.

The phenomenal success of the Normal and Industrial schools at Greensboro, established five months ago and containing over two hundred students, demonstrated the fact that it does fill a long felt want of our people. Its course of study is designed to make woman self-supporting; to dignify labor and connect it with the highest scholarship; to train teachers, bookkeepers, stenographers, cooks and seamstresses; to emphasize the fact that physical health is closely connected with mental and moral health, with happiness in this life, and to enable a woman to support herself should she choose, and to support or cane her husband if he is worthless. The institution is ably managed by a noble corps of men and women.

And now we come to the "apex"—the University. This institution is justly the pride of the Old North State. Connected with its old halls and clustering beneath its classic shades linger the holy traditions and memories of a well-spent century. Full panoplied from its doors have gone forth the men who mainly for a hundred years have shaped and moulded the character of our people, and in the sober pursuits of peace, as well as on the bloody fields of war, have made our traditions sublime and our history glorious. Warriors, statesmen, jurists, governors by the



score, vice-presidents and presidents have proudly acknowledged our University as their *Alma Mater*. All honor to it and to those who are laboring strenuously and successfully to place her foremost among the Universities of the South! This is my "*experzition*."

Now for "*de rousement*." More money for the public schools, giving us better houses, better teachers and longer terms; co-operation with graded school men, placing as few obstacles as possible in the way of their progressive march; better high schools and academies, with apparatus, libraries and every facility for the encouragement and development of their boys; a little greater sprinkle of the real and practical in colleges for girls; a *broad*er rather than a *higher* culture—not top-heavy—for the colleges for boys; a slightly more rigid adherence in our normal, industrial and mechanical schools to the purposes which gave them birth; a wider range of schools at the University, connected with the substitution of floors for gangways and stair-cases for ladders and elevators for the benefit of the next legislative committee! To these things let us add a hearty but generous rivalry, a conscientious effort to reach the best results, a disposition unselfish enough to sacrifice the interests of the man to the interests of the many, and that each, in his chosen sphere, may do his very best, and leave the results to a Higher power, being satisfied with the welcome that awaits the faithful toiler in any and all of life's vocations.

One thing more—a pension in age and a monument at death for the faithful teacher.

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MOST OF THE prominent schools in the United States are wisely returning to daily spelling lessons from a spelling-book. The "North Carolina Spelling-Book" is the favorite in this State.

## WHY TEACHERS DO NOT READ MORE BOOKS.

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*Editor North Carolina Teacher.*

In response to your \$10 offer in the November number of *THE TEACHER*, I will give the following reason "Why so many teachers do not read educational books, or attend the county teachers' meetings":

1. Many of our teachers of public and small private schools are not very well educated. Therefore they have never read enough to like reading; and as teachers of public and small private schools, they do not get sufficient pay to stimulate them to duty. They read what they are compelled to read, and nothing more.

2. Many of our teachers are teaching preparatory schools, and for the lack of the necessary assistance they have to teach classes ranging from the first reader to high mathematics and the languages. Consequently they are overworked, and do not have time, really, to read educational books or anything else.

3. All of our teachers get but small pay for their work, but little encouragement from the patrons of the school, and from the public. All things are left for the teacher to do. A languor ensues and inactivity is the result. "Poor pay, poor preach."

W. H. PENNY, JR.

*Moncure, N. C., March 9, 1893.*

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A FACT AS TO FIGURES.

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"I've found out something about figgers," exclaimed Willie after a silence so prolonged that his mother had become uneasy. "What is it?" "They was invented by a man with a harelip." "How do you know that?" "'Cause you can count from 1 to 999,999 'thout ever havin' to close your lips."



[FOR THE NORTH CAROLINA TEACHER.]

## SOME UNSEEN WORLDS.

BY MISS SOPHIE REYNOLDS, BRYN MAWR COLLEGE, PA.

We are surrounded by vast unknown worlds, peopled with strange races, possessing mysterious and, to us, incomprehensible powers.

Let us take a microscope in hand and examine a few drops of water, and perchance we shall behold a few inhabitants of a world hitherto unseen.

First, here is a drop of fresh water, without shell or solid part of any kind, with no definite shape, absolutely without organization; yet see! it possesses life and motion. Seldom equaling a pin's head in size, it is little more than an animated drop of jelly-like protoplasm which moves by simply thrusting forth a small portion from any part of its body, and then slowly rolls the remaining part into it.

This wonderful little animal is the *Amœba*. Without legs it runs, or more literally flows, after its prey, seizes and devours its food, with neither hands, mouth, teeth, or stomach. Two *Amœbæ*, while rolling about, may meet and devour each other, and a single animal may voluntarily subdivide and form two individuals. Indeed, this self-fission, as it is called, is the ordinary method whereby the *Amœbæ* are propagated. Other animals may have eyes, ears, nose, in a head containing, perhaps, some sort of a brain. The *Amœba* has none of these; it sees without eyes, perhaps hears without ears, and certainly purposes without a brain.

Another animal of the same order, *Globigerina*, has a regularly formed shell, or covering into which it is able to withdraw. In other respects it is similar to the *Amœba*, pursuing, capturing, devouring, and digesting its prey without apparent means or organs for doing so.



These (*Globigerina*) animals are found in great abundance in the high seas, where their dead shells fall to the bottom in a continual shower and form there, in time, a deposit of great thickness, which, as it hardens, becomes limestone. Thus, though each is infinitely small, these animals, working from the earliest ages, have been active agents in moulding and modifying the geological formation of the globe.

On quiet evenings these live animals may be skimmed from the surface of the water, though it is quite difficult to secure specimens which have not been mutilated, as the long calcareous spines are very brittle. The *Amœba* can only be destroyed by fire, it never dies a natural death. Divide it, and you multiply it instead of exterminating it.

Thus, while we can "count the stars and weigh them in a balance," the infinitesimal worlds of microscopic life can neither be counted nor weighed. There is no limit; immensity belongs to littleness, and infinite space exists in an atom. This truth is hard to realize: that infinity lies as much in minuteness as in magnitude, in contraction as in expansion; that, in fact, size is merely comparative, and does not exist except in relativity.

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[FOR THE NORTH CAROLINA TEACHER.]

## INTERCOLLEGIATE GAMES OF BALL.

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BY J. ALLEN HOLT, OAK RIDGE INSTITUTE, N. C.

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I have read with interest the strictures of THE NORTH CAROLINA TEACHER on Inter-collegiate Games. I cannot entirely agree with its editor in the conclusions to which he arrives. I am inclined to believe that his judgment is somewhat affected by the experience of our Capital city in this matter, and by the jargon of "jangling voices" in the

Raleigh papers. I desire to admit in the outset that there has been full justification in his experience for such conclusions. In this, as in other things, there must be a golden mean somewhere (I think Horace has a Latin phrase for it, but I fear that the editor will not admit of it in his excellent journal); therefore, let us hear the other side.

#### I. EVIL TENDENCIES IN COLLEGE ATHLETICS.

In the first place, the colleges themselves have brought discredit on these games in three ways: (*a*) by permitting players who are not *bona fide* students to engage in inter-collegiate contests. Sometimes there has been no pretense that these players were in any way connected with the college; oftener, there has been a process of matriculation at which the college secretary must have winked, or, perhaps, blushed. Not infrequently, these semi-professionals have even appeared at long intervals in the class-room and then to its detriment, as a rule. (*b*) Innumerable disputes have arisen over these players and charges and counter-charges have been made (much truth no doubt, having inadvisedly been told) in the papers and school magazines, to the infinite disgust of the public and ultimately to the remorse, be it hoped, of the writers themselves of the letters and articles.

The public has not been interested in these newspaper "wars," caring less for results than for recreation, and not being acquainted with the technical points of the games, over which disputes have arisen, it has turned away in vexation of spirit at the whole thing. (*c*) The schools have very improperly put *victory* above honor and true sport. The public has been interested only in the game—in graceful, sharp, scientific playing regardless of who might win; meanwhile, the college men have seemed to think that the history of the Universe would be changed if their own team



should be defeated. I have had the personal assurance of the presidents of the leading institutions of the State that they have all the while thoroughly disapproved of these evil tendencies in school athletics, but all, as individuals, have felt powerless to remedy them, though there have been some ineffectual efforts made to meet the difficulties.

## II. VALUE AND DESIRABILITY OF THE GAME.

Notwithstanding all these evil tendencies, and to some extent decided mistakes, the public should not speedily conclude that these sports were better abolished forthwith and forever. The college president who has lost interest in the athletic contests of the young men under him, is too old for the place and should at once resign. He is not in touch with youth. Neither should the public conclude that when it has abolished foot-ball, base-ball, boating, and the like, the boys will immediately become angels and begin to sprout wings and play on harps. This is the false conclusion to which some educators and some parents arrive.

Is it probable that there was any more rowdyism at our University, for instance, last year with all its base-ball and foot-ball games and trips, than there was forty years ago when nobody had ever thought of these ways of inculcating college spirit? I answer, No. On the contrary, it is the universal testimony that the *morale* of the student body has been improved under the impulse of college athletics. The man that thinks college is the place for books alone, for hard lessons in the classics, for pure mathematics, for studying chemistry and for reading Blackstone,—for all this *alone*,—makes a radical mistake. College is a place to study men, too, and for this the ball-ground is no less essential than the recitation room. Any man who has once known a University without any athletic contests, and then later has seen the same University all aglow with life and



activity consequent on the new spirit kindled within it, will not be long in admitting the value of athletics. I have seen dissensions which threatened the peace and happiness of a whole term healed by a victory for the school, or by a defeat even. College pride is aroused; the boys are brought more closely together; they forget, for a time, that they belong to different societies and fraternities and unite in one common joy, or bewail their hard luck in a companionship dictated by misery.

Boys will be boys. Deny to them the safety-valve of athletic sports and the pent-up steam will burst out somewhere else. Putting on hoop-skirts is no cure for bow-legs. Neither should every man in the country have to wear them because a few fellows have had the misfortune to have their pantaloons cut with the "round side of the scissors."

Possibly I may be pardoned for referring to the history of athletics at Oak Ridge Institute. It is well known that this school has for more than a score of years been prominent in ball games. The first match game ever played in the State was played in 1869 between Oak Ridge Institute and Guilford College. Since that time these two schools have played some thirty or more games. I am sorry to say these games have not always been free from bickerings, but they have been increasingly pleasant, and the very best of feeling prevails between the young men of the two institutions. The Oak Ridge team has played games with the University, Wake Forest, Bingham School, Thompson School, and various local clubs and, as a rule, with the most pleasant results. Last year it played two games with Wake Forest, one with the University, two with Guilford College, and one with Winston. There was not a single unpleasant feature connected with any game. The boys formed pleasant acquaintances throughout the State, and learned something about other schools. The public will no doubt be surprised to hear that the students of Oak

Ridge lost but *one* day in playing six games. All the games were played on Saturday, except the first one at Wake Forest, which was played on Friday afternoon. Every game except one was played on grounds away from home, and yet it did not cost the team a dollar for the trips. At the same time, the writer is satisfied that the school-room work was better because of these games. The school-room work is always better when the boys engage actively in training and practice for coming contests.

Permit me to refer to our experience once more: Last year when we decided to have a re-union of old Oak Ridge students, ten men, now adorning the various professional and business vocations of life, railroad presidents, doctors, lawyers, preachers, farmers, and teachers, were invited, as representative men, to respond to toasts. Afterwards, attention was called to the remarkable fact that six of the ten had, at various times, been on the ball-nine, and two of the remaining four had been members of the club.

It remains to be said that you cannot have an enthusiastic ball-team without the prospect of an occasional game with some neighboring city, or school club. Having tried both I am free to say that we are not *en rapport* with the city club which is often made up of "Baltimore Wharf Rats," a kind of semi-professional tramp who has done more to disgrace and discredit the manly sport of base-ball in this State than everything else combined.

When college boy meets college boy, equal meets equal, but as town clubs are now frequently constituted the college team often has to meet on the diamond men whom they would not recognize anywhere else.

Base-ball is a beautiful sport calling into play a high degree of skill, good judgment, alertness, a sharp tension of muscles, keen discrimination, good humor, self-control, and all the better moral qualities. It is played in the open air where both spectator and player have the advantage of



all that is health promoting in sunshine and pure air. It ought to be encouraged. Let us discriminate and hold to that which is good. The Devil has his name labeled on too many innocent recreations already.

Let us have thorough organization of the colleges and settle our disputes out of newspapers. Let us get rid of every semblance of professionalism, and, as President Winston has so well said, let us put "manliness above victory." It lies in the power of the college authorities through the various athletic associations to control such evils as have arisen and may arise. When this is done the wise parent will avoid those schools and colleges that have not life enough in the Faculty and among the students to encourage and support a college "eleven" and a "nine."

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### "SNAP" IN THE TEACHER'S WORK.

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There is no place in the world where *snap* is more needed than in the school-room. A teacher needs it on his way to school; he sets an example by the way he moves along; what sort of a man he is appears by his movements in the streets. He should walk well, with head erect and shoulders thrown back like a man, and a cultured man at that.

He needs *snap* to make his external appearance as becoming as possible. His clothing and shoes should be kept nicely brushed, his linen should be white, his nails should be carefully cut and cleaned, his hair properly arranged, and teeth brushed, and thus show that education has had an effect upon him.

*Snap* is needed in your school work. Don't sit in your chair for an hour at a time. Let your style of sitting there



exhibit activity. Sit upright; don't lean on your elbows. Insist that your pupils shall sit in a good style too. When you stand, stand properly; don't lean up against the side of the house, door or desk; stand erect.

*Snap* is needed in conducting your classes. Have your pupils walk properly to the recitation-seat; have them wait there, standing, for your direction to sit, unless they can take their places properly without. When a pupil's name is called, see that he rises promptly and looks you in the face. When he goes to the black-board see that he arranges his work evenly and neatly. Have it copied until it is right. When *you* recite or explain, have *snap* enough to do it better than anyone else; be a model when you undertake to do a thing.

Have the *snap* when disorder begins, to repress it at once. Disorder originates in one person generally; find that person and put an end to his disturbing influence.

Have *snap* enough to watch your own influence on the school, and see whether you are the cause of the order or disorder. Watch your tones of voice; see whether you "get mad" or not; see whether you are respected or not; see whether you speak harshly or not; see whether you use the same language you would if a visitor were present—if you don't something is wrong.

Have *snap* to pursue a course of study just as earnestly as you want your scholars to. Do not go home to lie stagnant and unprogressing. Select something and go forward, go *forward*. Take up geology, and get the needed books and follow it up until you know it; you will need a year or two on that one subject. But do not forget to take hold of current events at the same time. Discuss these with your pupils day by day. In fine, have *snap* enough to be a *live* progressive teacher instead of a dull, machine teacher—*Pennsylvania School Journal*.

## UNJUST TO THE TEACHERS.

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One hears on every hand that "the school is what the teacher makes it," and all the shortcomings of the school are laid at the door of the teacher. It may be gratifying to the vanity of the teacher to think that all the good of the school is attributable to him. It is also true that he is mortified by being blamed for much of the evil of the school; and the school is blamed for many things that have a very remote connection with it.

Very few teachers ever succeeded in making their school what they want it to be. The school is usually what its environments allow it to be. It is the complement of the church and home and society at large. If these are in order, the school will most likely be in order. If these be disorderly, disorder will manifest itself in the school.

The school is a sort of summing up and averaging of the character of the whole community. And the strongest force in the school for good or for evil is the general consensus of opinion among the children as to this or that line of conduct or morals. If the teacher is strong and tactful enough to mould the thought of both school and community, then it may be said that the school is what the teacher makes it.—*Central School Journal*.

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NORTH CAROLINA will be more largely represented at the World's Fair than any other Southern State, and it is very much to be regretted that the Woman's World's Fair Managers did not erect the North Carolina Building as was contemplated, even after sufficient funds were in hand for a very creditable and comfortable home for North Carolinians.



## IN THE SCHOOL-ROOM.

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### CAN YOU WRITE THESE WORDS CORRECTLY?

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Here are thirty-two words taken from "The North Carolina Spelling-Book."

We will send a pretty Easter Card to every boy and girl in any school within the State who will spell all the words correctly. The words must be given to the pupils orally by the teacher and written upon paper by the pupils, and only the original papers are to be sent to THE TEACHER.

Try this spelling exercise with your pupils on Friday afternoon, as you will find it both interesting and instructive, and lists of the words will be received until March 30th, and the name of each pupil who correctly spells all the words will be published in THE TEACHER.

Abeyance.	Deleble.	Maintenance.	Peaceable.
Abridgment.	Eyeing.	Maelstrom.	Penitentiary.
Abhorrence.	Effervesce.	Mnemonics.	Pseudonym.
Battalion.	Fascinating.	Menagerie.	Singeing.
Bilious.	Fuchsia.	Myrrh.	Sponsor.
Calendar.	Gauging.	Miscellaneous.	Supersede.
Catechise.	Humorous.	Nadir.	Transferrable.
Crystalline.	Irresistible.	Naiad.	Vacillate.

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### YOUR FIRST ANSWER MAY BE WRONG.

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If pigs are lying in a straw bed alternately heads one way and tails the other, how many pigs will be necessary to have four heads in one direction and four tails in the other? Tell your pupils to give an answer immediately, and nine out of ten will be wrong. Then go to the blackboard and show them how many pigs the problem will require to be in the bed. The answer may surprise even you just as it did the editor of THE TEACHER.



## THE CORRECT FORMS OF ADDRESS.

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Most people are often troubled to know what is the proper form of address to be used in correspondence with various persons. We present the following models as entirely correct at all times, according to the best usage. The first address given is for the envelope, and the second is the proper salutation at the beginning of the letter:

1. PRESIDENT OF THE UNITED STATES—

To his Excellency Grover Cleveland,  
President of the United States.

*Sir, or Dear Sir:*

(By a resolution of Congress, it is proper to address an envelope simply "To the President, Washington, D. C.")

2. UNITED STATES MINISTER:

His Excellency Thomas J. Jarvis,  
United States Minister to Brazil.

*Sir, or Dear Sir:*

3. GOVERNOR OF A STATE:

His Excellency Elias Carr,  
Governor of North Carolina.

*Sir, or Dear Sir:*

4. UNITED STATES SENATOR:

Hon. Z. B. Vance,  
United States Senator.

*Sir, or Dear Sir:*

5. MEMBER OF HOUSE OF REPRESENTATIVES:

Hon. B. H. Bunn, M. C.

*Sir, or Dear Sir:*

6. OFFICER OF ARMY OR NAVY:

(Professional rank prefixed to name.)

General F. H. Cameron, Adjutant General, or  
Commodore Aaron W. Weaver, or Colonel J. E. Wood.

*Sir, or Dear Sir:*

7. JUDGE OF SUPREME COURT:

Hon. James E. Shepherd, Chief Justice.

*Sir, or Dear Sir:*

## 8. JUDGE OF SUPERIOR COURT:

To his Honor Judge H. G. Connor.

*Sir, or Dear Sir :*

## 9. MAYOR OF AN AMERICAN CITY:

Hon. Thomas Badger, Mayor.

*Sir, or Dear Sir ;*

## 10. BISHOP:

The Right Reverend T. B. Lyman, LL. D.,

or The Right Reverend Bishop Watson.

## 11. MINISTER OF THE GOSPEL:

Rev. J. N. Cole, or Rev. J. W. Carter, D. D.,

or Rev. Dr. M. M. Marshall.

## 12. PHYSICIAN, SURGEON OR DENTIST:

Hubert Haywood, M. D., or Dr. James McKee.

13. A SCHOLAR (who has achieved distinction in some special department of knowledge, or one who occupies a chair in a chartered institution of learning which confers degrees):

Prof. J. W. Gore.

*Dear Sir :*

(But the title "Professor" should not be applied indiscriminately to all persons who teach or superintend schools.)

## 14. MAGISTRATE, LAWYER OR ALDERMAN:

R. H. Battle, Esq.

*Dear Sir :*

## 15. PRIVATE CITIZEN:

Mr. Alfred Williams.

*Dear Sir, or My Dear Sir :*

## 16. MARRIED LADY:

Mrs. P. M. Wilson.

*Dear Madam :*

## 17. UNMARRIED LADY:

Miss May Morning.

*Madam, or Dear Madam, or Dear Miss May, or Dear Miss Morning.*  
(American people have been puzzled as to this address, but the forms given are fully authorized by the best writers.)

Two or more unmarried ladies are addressed as The Misses McClellan.

## 18. THE QUEEN OF ENGLAND:

To Her Most Gracious Majesty,  
the Queen of England.

*Madam :*

## 19. A BOY UNDER FIFTEEN YEARS OF AGE:

Master George Washington.

*Dear Sir :*

Teachers should frequently drill their pupils in the use of these correct forms of addresses. Nothing is more embarrassing than to want to write a letter to some public officer and not know the proper manner in which the person should be addressed. A letter incorrectly addressed generally reflects discredit upon the writer as either an ignorant or careless person.

## A NEW SPELLING EXERCISE.

The following words are selected from "The North Carolina Practical Spelling-Book" as a practical spelling exercise for pupils in the geography and genealogy of our State.

### GEOGRAPHY.

Asheville.	Fayetteville.	Murphey.	Salisbury.
Beaufort.	Graham.	Monroe.	Washington.
Brevard.	Greenville.	New Bern.	Waynesville.
Currituck.	Hertford.	Rutherfordton.	Wilmington.
Charlotte.	Lincolnton.	Raleigh.	Wentworth.
Danbury.	Manteo.	Sparta.	Yanceyville.

### FAMILY NAMES.

Alexander.	Carey.	Everard.	Haywood.
Ashe.	Carr.	Fleming.	Holt.
Avera.	Cotten.	Furman.	Hughes.
Barringer.	Coke.	Gillespie.	Iredell.
Beasley.	Davie.	Greene.	Jernigan.
Boylan.	DeRosset.	Guion.	Kingsbury.
Burgwyn.	Dowd.	Harnett.	Murphey.
Burwell.	Engelhard.	Harvey.	Saunders.



## “THE BRIDE’S TELEGRAM” AGAIN.

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We have received the following additional replies from our young people since the award was made, and we publish them because they are very creditable to the little people who wrote them:

ALICE LASHLEY, Stagville, N. C.

I arrived without any accident. Trunk came through all right.

DUNCAN TURRENTINE, Stagville, N. C.

Just arrived without any accident. Cousin Will is with me.

MYRTLE TURRENTINE, Stagville, N. C.

Just arrived without accident. Cousin Will is visiting at Mother’s.

CLARA WOOTEN, Kinston, N. C.

Arrived without accident. Received trunk. Cousin Will met me.

MARY HODGES, Kinston, N. C.

Arrived safely. Cousin Will met me. Received trunk.

SUE MAY COBB, Kinston, N. C.

Arrived safely. Cousin Will met me. Received baggage.

CORA JONES, Kinston, N. C.

Arrived safely. Cousin Will assisted me, and attended to trunk.

HERMAN SUTTON, Kinston, N. C.

Trunk and I arrived safely. Cousin Will met me.

ANNA PITTMAN, Kinston, N. C.

Arrived safely. Received trunk, Cousin Will assisted me.

NELLIE COBB, Kinston, N. C.

Arrived safely. Cousin Will attended to trunk for me.

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By ACT of General Assembly North Carolina now has a “State Motto.” It is “*Esse quam videri*,” a Latin quotation from Cicero, meaning “To be, rather than seem to be.” The sentiment is very appropriate, representing the solid, unpretending virtues and character of our people. The motto will appear in the Great Seal of the State, and be also inscribed upon the State flag. It would have been much better and more sensible if the Legislature had adopted some sentiment in our American language, with which tongue only are all the people familiar.

# North Carolina Teachers' Assembly.

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ORGANIZATION 1892-'93.

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JOHN J. BLAIR (Superintendent Winston Graded Schools), President.  
EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas.  
MISS GERTRUDE JENKINS (Wilmington), Stenographic Secretary.  
MISS MATTIE WHITAKER (LaGrange), Director of Music.  
MISS MAMIE ROBBINS (Raleigh), Director of Music.  
EDWARD E. BRITTON (Roxboro), Chairman Teachers' Bureau.

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## EXECUTIVE COMMITTEE :

JOHN J. BLAIR, <i>ex officio</i> , Chairman,	Winston.
EUGENE G. HARRELL, <i>ex officio</i> , Secretary,	Raleigh.
C. B. DENSON (Raleigh Male Academy)	Raleigh.
J. Y. JOYNER (Superintendent Graded Schools),	Goldsboro.
WASHINGTON CATLETT (Principal of Academy)	Wilmington.
CHAS. D. McIVER (Pres't Normal and Industrial School),	Greensboro.
M. H. HOLT (Principal Oak Ridge Institute),	Oak Ridge.
JAMES DINWIDDIE (President Peace Institute),	Raleigh.
T. J. DREWRY (Horner School),	Oxford,

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## TENTH ANNUAL SESSION :

ASSEMBLY BUILDING, Morehead City, N. C., June 20 to July 4, 1893.

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## ANNUAL MEETING OF EXECUTIVE COMMITTEE.

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The annual meeting of the Executive Committee was held at the Yarbboro House in Raleigh on February 24. There were present Professors M. H. Holt, Chas. D. McIver, J. Y. Joyner, Washington Catlett, C. B. Denson, Hugh Morson, James Dinwiddie and the Secretary. President J. J. Blair was unavoidably absent, and Prof. J. Y. Joyner was chosen to preside over the meeting.

Applications for the next session were presented from several places in the State, but the committee decided unanimously that the meeting would give more satisfaction and enjoyment if held at Morehead City in the Teachers' Building. The date of the meeting is June 20 to July 4.

A number of interesting changes were made in the programmes for the coming session and there will be some famous speakers present from other States. In addition to the Music and Oratorical Contests there will be a Recitation Contest for a gold medal, and this contest is open to any girl who is a pupil in a North Carolina school. Prof. Hugh Morson was appointed to prepare a code of rules under which the contests will be conducted, to be published in THE TEACHER as soon as it is ready.

A cordial invitation was extended to Vice-President Adlai E. Stevenson, and his wife and daughters to visit the Assembly as the special honored guests of the association, and the Secretary delivered the invitation in person to General Stevenson at Washington during the inauguration. The Vice-President is a North Carolinian and there is every reason to believe that he will be at the Assembly this summer with his charming family, Mrs. Stevenson, the Misses Mary, Julia and Letitia Stevenson, and Miss Scott a cousin of the young ladies.

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## MEETING OF TEACHERS AND "THE PEOPLE."

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The North Carolina Teachers' Assembly is different from any other educational organization in this country, and, therefore, is the most popular with all classes of people. It has been the object of the Assembly from the beginning to bring together, in its annual sessions, thousands of



teachers and of "the people" in delightful acquaintance and social intercourse, in order that the cause of education might be popularized. It has most wonderfully succeeded, and as a result North Carolina is to-day considered, in many respects, the most progressive in education of all the States of the South. North Carolina also has the largest State organization of teachers to be found in the United States.

The Teachers' Assembly selects only the liveliest subjects for discussion in its meetings, and every paper is strictly limited to twenty minutes. Therefore no long-winded, ancient, cut-and-dried papers ever find their way to the Assembly. Everything is new, fresh, brief, spirited and popular, so as to interest the teacher and the public alike. If a speaker should thoughtlessly consume more than the prescribed time the audience will go out of the hall and leave him "alone in his glory."

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THE EXECUTIVE COMMITTEE decided that no speaker will under any circumstances be given more than twenty minutes for a paper or speech upon any subject during the morning sessions, and only forty minutes will be allowed for evening lectures. This is a very wise rule as it is intended that every subject shall be fully discussed by the Assembly, and this cannot be done unless the leading papers are confined within reasonable limits. If a speaker will promptly "get down to business" he can say a great deal within twenty minutes, and few addresses have ever been made, however long they were, that could not have been easily reduced to twenty minutes time without losing a single point of merit or argument. It is hoped that every speaker will heed this rule in preparing his paper as it would be unfortunate for the president to be compelled to cut off any speech just in the midst of its delivery.

## CONSTITUTION OF THE TEACHERS' ASSEMBLY.

*Name.*—This body shall be known as "The North Carolina Teachers' Assembly."

*Objects.*—The objects of this Assembly shall be to enable the teachers and friends of education to meet for discussion of educational questions; to give them an opportunity of hearing the opinions and methods of distinguished specialists in the various departments of the teachers' work; to aid teachers in securing situations, and to afford the means of combined action in obtaining such educational legislation as the best school interests of the State may demand.

*Organization.*—The officers of the Assembly shall consist of a President, nine Vice-Presidents, Secretary and Treasurer and an Executive Committee consisting of the President, Secretary and seven other male members.

*Annual Meeting.*—The annual sessions of the Assembly shall be held at Morehead City, in the Teachers' Building, on the second Tuesday in June, and to continue two weeks, unless otherwise ordered by the Executive Committee for the greater interests of the Assembly.

*Election.*—The President, First Vice-President, Secretary and Treasurer shall be elected by the Assembly; and the Executive Committee shall be appointed by the President, First Vice-President and Secretary. No person shall be eligible to the office of President for more than one year in succession. All officers shall be elected on the last Friday of the session, and shall assume their respective duties on the first day of January following.

*Duties of Officers.*—The President, Vice-Presidents, Secretary and Treasurer shall perform the duties usually devolving upon those officers. All funds are to be collected by the Secretary and Treasurer, for which he shall receipt, and the same to be disbursed by him upon the order of the President; vouchers for all money expended being carefully kept by the Treasurer, and placed in the hands of the Executive Committee with his annual report.

*Executive Committee.*—It shall be the duty of the Executive Committee:

1. To have entire control of the affairs of the Assembly when the body is not in session, and to appoint the time and place for holding the annual meetings.
2. To hold as trustees and directors all the property of the Assembly.
3. To audit the accounts of the Secretary and Treasurer.
4. To have charge of all matters relating to membership and programme. It shall be the duty of this committee to meet at least once in each year, while the Assembly is not in session, at such time and



place as the chairman shall designate, to consider the interests of the Assembly and transact such business as may be necessary. The traveling and other expenses incident to these meetings of the committee shall be defrayed by the Assembly.

*Counselors.*—The County Superintendents of Public Instruction of the respective counties shall be Counselors. In case of their refusal or neglect to act the President and Secretary shall select suitable persons and appoint them Counselors.

*Membership.*—It shall be the duty of Counselors to report to the Executive Committee the names of persons whom they recommend for membership from the following classes: Teachers, persons who are actually preparing to become teachers, school superintendents, members of school boards and ministers of the gospel, who shall be entitled to full membership, and to whom the Treasurer or Secretarar may, upon payment of the dues, issue certificates. Other friends of education, not actually engaged in school work, may be received as associate members after recommendation by the Counselors, upon the payment of the same fee required of active members, and they may enjoy all the rights and privileges of membership accorded to other members, except the right to vote. Members of the State Board of education, County Superintendents and editors of the State Press shall be entitled to all the privileges of membership without the payment of the annual fee. The presentation of the Certificate of Membership for the current year shall be necessary to obtain reduced fare on railways and at hotels and all other privileges of the Assembly. Any teacher or friend of education may become a life member upon application as for annual membership, the fee being for males \$25, and for females \$15.

*Dues.*—The only dues collected by the Assembly shall be an annual fee of two dollars from male members and one dollar from female members, and these fees are due January 1 of each year. The fund so raised shall be used according to the direction of the Executive Committee.

*Quorum.*—The presence at any meeting of thirty members shall be necessary to constitute a quorum.

*Amendments.*—Amendments to this Constitution shall be offered in writing to the Executive Committee, who shall, with their approval or disapproval, report such amendments to the Assembly. After lying over for one day, said amendments may be voted upon, and if adopted by a two-thirds vote of the members present, shall become a part of the Constitution.

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MISS CORINNE HARRISON, of New Bern, who has been for several years studying Physical Culture under the most eminent instructors in this country, has been engaged to give a special course of lectures at the Teachers' Assembly.



# EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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## HAS AMERICA NO MUSIC?

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Have no American musicians ever written any music that is good enough for our school-girls to learn? Or shall our prominent institutions for girls have to rely throughout eternity solely upon foreign composers for the musical programme of Commencement concerts? It seems that the object of many teachers is to select the most unmusical of foreign music for the entertainment (?) of the public at their annual concerts. No matter how skilfully such so-called music is rendered by the pupils it is not appreciated by the average audience, with the exception of a very few music teachers who may happen to be present. Will not, therefore, the principal of some prominent school for girls in North Carolina vary the unpopular monotony by giving the public, this summer, a Commencement concert of American music consisting of familiar songs and airs? The popularity of such a school will be greatly increased by such a brave and considerate act. The people are becoming somewhat tired and surfeited of so-called “classical music,” which is mainly a series of foreign “chords” and “runs” without the slightest suspicion of melody or “tune.” A girl can display her musical skill and training to just as much advantage by playing or singing some well known

composition which "has a tune in it," as by running her fingers over a lot of exercises known as somebody's "Noc-turne in B flat," or something of this kind. Such selections are very good for practice and for training a girl in piano fingering while in school, and even one or two such pieces are not specially objectionable on a concert occasion, but when foreign music comprises the entire programme the entertainment is totally unintelligible to four-fifths of the audience, and cannot be appreciated by either patrons or friends of the school. It would be just as reasonable for the colleges for boys to require all graduates to deliver their Commencement speeches wholly in Latin, Greek, or Hebrew for the entertainment of their audiences! The American language and American music should occupy the stage and platform in American schools.

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GOVERNOR THOMAS M. HOLT in his message to the General Assembly for 1893 says of the Normal and Industrial School for Young Women: "The Normal and Industrial School, as the name implies, offers a course of study with the special purpose of fitting young women for the teaching profession and for industrial pursuits. Its main purpose is to prepare women 'for the school-room, the home, and the business office.' To do this its work must necessarily emphasize the practical side of education." This fully and clearly sets forth the work of the school as the Teachers' Assembly desired, and the Legislature intended, that it should do. We believe that the Board of Trustees will carefully revise the plan of work in the Normal and Industrial School and make it conform to the requirements of the law which instituted the school. The State does not intend to compete with its citizens in schools or any other line of business.



THE LEGISLATURE has been liberal with our University, and justly so, for it is indeed an institution of which any State may be proud. The work now done by the University is higher than the course at the famous University of Virginia.

THE COMMITTEE appointed by The Teachers' Assembly with Captain C. B. Denson as chairman, also a committee from the Raleigh Chamber of Commerce and Industry, accompanied by a number of prominent men representing various parts of the State and the religious bodies, appeared before the Joint Committee on Education of the Legislature on February 16, for the consideration of the bill to establish a Reform School for white boys and girls such as was requested by the Teachers' Assembly in session last June at Morehead City. We believe that the Legislature was favorable to the bill, but the matter was introduced so late in the session that it failed for the want of sufficient time for its proper consideration.

THE TEACHER has rarely had so prosperous a month as during the February just ended. Subscriptions have truly poured in from every section of the State, both within and without the school-room. THE TEACHER discusses live subjects and has an opinion of its own, and this fact has given it more regular readers than could be claimed by any other educational journal ever published in North Carolina. THE TEACHER tries to be a faithful representative of the public school, the private school, the State and the people, and every interest may be freely discussed in its pages and every view upon timely topics may be clearly set forth. We believe our opinions to be generally correct, else we would not hold them, therefore we do not have the slightest fear of criticism or misrepresentation while we are trying to do all we can for the upbuilding of the educational interests of North Carolina.



AT LAST NORTH CAROLINA has a "Tree Planting Day." THE TEACHER agitated the matter several years ago in a meeting of the Teachers' Assembly at Black Mountain, and during the recent session of the Legislature we wrote a bill to establish a day for planting trees on public school grounds, and asked Mr. Sylvanus Erwin of the Educational Committee to introduce it. The bill was approved and passed by the General Assembly, and it made February 12 of each year a public school holiday for tree planting. We selected this date as the anniversary of the opening of the first public school in North Carolina (February 12, 1689). Now let us make the next 12th of February a grand day in North Carolina. THE TEACHER will publish a full program of exercises for the occasion, and we hope that ten thousand shade trees will be on that day planted around the school-houses throughout the State. We will soon see a beautiful and thrifty grove of trees and flowers ornamenting every public school-house.

THE ANNUAL MEETING of the North Carolina Association of College Men was held in Raleigh, February 24, 25, 1893. There was a much larger attendance of teachers than ever before and the meeting was full of good will and good work. The papers and discussions were all excellent, and the very large gathering of the ablest educators of our State was decidedly significant of educational prosperity in North Carolina. On Friday night, 24th, the entire Association was entertained at the Yarboro House in a banquet given by the teachers of Raleigh. The occasion was one of cordiality and good cheer, and a number of very fine "after-dinner speeches" were made in response to toasts proposed by Dr. George T. Winston, who was manager of ceremonies. The following officers were elected for the ensuing year: Dr. J. B. Shearer, President; Dr. J. W. Crowell, Dr. L. L. Hobbs, Dr. W. S. Long, Vice-Presidents; Professor W. A. Withers, Secretary and Treasurer. The next session will

be held at Morehead City during the session of the Teacher's Assembly. The full proceedings of the meeting will be published in THE TEACHER.

THE WORLD'S FAIR PARTY which we will take to Chicago this fall is a grand educational enterprise wholly under the auspices of our Teachers' Assembly. The number is positively limited to five hundred persons, and the party is now nearly complete. Only members of the Assembly will be admitted who have paid the membership fee for 1893. All persons attending the session at Morehead City in June will have paid the fee, and all other teachers or friends of education who desire to join the party will be required to pay to the Secretary the annual fee into the fund of the Teachers' Assembly. After July 1, no places with the party will be considered secured except for those persons who are duly registered and have paid their Assembly membership fee, which is \$1 for females and \$2 for males. This enables friends of the teachers to enjoy all the opportunities and advantages of this special trip on equal terms with the teachers. The party will leave for Chicago on July 20 instead of August 14, as heretofore stated. This change is made so that the teachers may attend the World's Educational Congress in Chicago July 25.

THE STATE NORMAL AND INDUSTRIAL SCHOOL FOR YOUNG WOMEN at Greensboro has evoked considerable criticism throughout the State on the part of its best friends in regard to the work that it is trying to do. And while most of the criticism may be considered just and reasonable, we think it arises from a misunderstanding. Both the Trustees and President of the school seem to have misinterpreted the spirit of the people and the intent of the Legislature in establishing the school, and this misinterpretation came near causing the loss of the necessary appropriation in the present General Assembly for paying the debts of the Trustees, and it did prevent the school from



getting the needed increased annual appropriation for its support. During the consideration of the bill for increased appropriation by the General Assembly, we learned that there would be opposition and we inquired of a great many legislators as to the cause of this opposition. In nearly every case we were told by the members that the school was fast losing its popularity in the State by trying to do the work of the regular college or seminary for girls, to the almost total neglect of the normal and industrial work which is required by its charter. The school is not for the "higher education of women," but it is to furnish *practical education* for our girls, with special training for teaching. It is a counterpart of the State Agricultural and Mechanical College for boys, and not of the University as some persons try to make it. The special mission of the school is "Normal and Industrial" training, and neither of these departments has been yet fully established in the school, while they should have been the very first work in accordance with its charter. We are most heartily in sympathy with the school, and therefore desire that it shall retain and strengthen its popularity in the State by doing well only its lawful work.

IT IS HARD to understand why some of the advocates of the college tramp-ball-team wilfully misrepresent the position of those persons who oppose such teams but who are cordially in favor of every kind of legitimate college athletics. We have never found any persons who do not heartily approve even the most elaborate of college athletics, but on account of their just and reasonable opposition to the idea of college ball-teams roaming over the country, playing match games with other colleges, to the neglect of their studies and the delight of professional and amateur gamblers, the nonsensical cry is raised "You are opposed to athletics in colleges!" No reasonable person takes such position, and the fanatics are excused. This same habit of



impugning motives and of misrepresentation is also indulged in by some people towards all persons who suggest desirable and necessary changes in regard to the character of work that is done, or should be done, by the State Normal and Industrial School at Greensboro. These same unreasonable people would, no doubt, have the effrontery to say that a member of a private family who should dare to suggest that beef instead of mutton be provided for breakfast was *opposed to the family!* We claim that the Normal and Industrial School ought to be a professional school for teachers, and somebody has labored very zealously trying to persuade the pupils in the Institution to believe that we are "opposed to the school," but we are pleased to know that the effort to establish such a ridiculous falsehood was a failure, and that the young ladies proved themselves to be much wiser than their false advisers. We sacredly believe in the right of honest criticism, and THE TEACHER will never impugn the motive of any person who may see proper to exercise the same American right of having an opinion upon every subject even though that opinion may differ widely from our own.

WE HAVE BEEN informed by letter, and otherwise, that some of the pupils of the girl's Normal and Industrial School at Greensboro have seen fit to hold an "indignation meeting" and boycott THE TEACHER because it dared to hold and express the opinion that some desirable improvements ought to be made in the management of that institution! 'Tis true that President McIver and Major Finger intimated to us and to others during the session of the Legislature that such would be done, but we did not think they would really resort to such questionable methods to "defend" their administration. Well, it is a fact that boycotts generally become boomerangs and we do not think this case will be an exception, therefore we will patiently await the result of this "dire affliction." However, we most freely

and heartily forgive the young ladies for any unkind thing they may have said or thought about THE TEACHER. The people have a right to fully and freely investigate the management of every public institution supported by taxation, and the Normal and Industrial School must submit to investigation even though some of its interested Faculty and Directors should vigorously oppose it. The pupils in the institution will realize ere long that their best and truest friend is THE NORTH CAROLINA TEACHER. It is somewhat strange that the "indignation meeting" did not also denounce the many members of the General Assembly who very severely and publicly criticised the management of the school, nor the graded school superintendents and other prominent teachers who appeared before the legislative committees in behalf of a change of management in the Normal and Industrial School. We may have more to say on this subject in due time. If it is the intention of the pupils of the Normal and Industrial School to hold an "indignation meeting" for the benefit of each person in North Carolina who has thought and expressed the opinion that there was urgent need for a change in the management of the institution, then they truly have a big job on hand and we sympathize with them; and unless they intend to do this we fail to understand why THE TEACHER should be singled out as the special and only object of their wrath. The pages of THE TEACHER are at the disposal of any young lady in the institution who desires to explain why we are to be so vigorously persecuted by the school for the sins (?) of the whole State.

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### ABOUT OUR TEACHERS AND SCHOOLS.

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MISS W. C. WOODS has an excellent private school at Stagville.

MR. LEONARD P. QUERY (Davidson College), is teaching a successful school at Linwood.



MR. J. P. PRICE, of North Carolina, is teaching at Patrick, Texas. His work is very successful.

THE MISSES PATRICK'S SCHOOL, at Kinston is one of the most prosperous in the eastern part of our State.

THE GENERAL ASSEMBLY appropriated \$1,500 for a Normal School to be located at Cullowhee, in Jackson county.

MR. S. L. BOLINGER is principal of Mount Holly Academy, and his assistants are Mr. J. F. Swann and Miss May Durham.

MRS. CHARLES D. MCIVER, of Greensboro, spent several days at the Capital during the General Assembly, looking after the interests of the Normal and Industrial School.

MAJ. S. M. FINGER, Ex-State Superintendent of Public Education, has been added to the Board of Directors of the State Normal and Industrial School for Young Women.

THE GENERAL ASSEMBLY appropriated \$8,000 a year for the support of eight Normal Schools for Negroes, to be located at such points as the State Board of Education may select.

A BILL was introduced in the Legislature to add nine new members to the Board of Directors of the Normal and Industrial School, but at the urgent request of some of the present members of the Board the bill was laid on the table for this time.

THE LEGISLATURE increased the special tax for the public schools at Tarboro from ten to twenty cents, and this will be ample provision for a nine month's term of the graded school. Of course Superintendent Howell is happy, and so are the people.

THE LEGISLATURE added \$10,000 annually to the appropriation for the University. The amount is to be expended mainly in repairing the buildings and equipping them with the modern conveniences of college work. These long needed improvements will add greatly to the present popularity of the University.

THE PROPOSITION to establish a Normal School for Negroes at Durham, was defeated by the Senate, even after the unanimous recommendation of the Educational Committee. We regret this very much, as the enterprise was most meritorious, and the people of Durham were characteristically liberal in their offers to the State.

MESSRS. J. C. KITTRELL, of Kittrell, and E. Y. Webb have been chosen by their respective Societies of Wake Forest College to compete for the Intercollegiate Oratorical Medal, given annually by the Teachers' Assembly, in June at Morehead City. Both these gentlemen proved themselves well worthy of this honor by their orations on anniversary evening, and Wake Forest need have no fears with her colors in their hands.



THE CAUSE of education has been well treated by the General Assembly, the increased appropriations aggregating near \$100,000.

THROUGH the unceasing efforts of Mr. A. L. Rucker, of Rutherford, and Mr. Sylvanus Erwin, of Cleveland, both members of the House of Representatives, the tax for public schools was increased from fifteen to sixteen cents. This adds about \$30,000 annually to the school fund. Too much praise cannot be given these gentlemen for their valiant and patriotic fight for the education of the children of North Carolina. We hope to see both of them in the Legislature of 1895.

THE NORMAL AND INDUSTRIAL SCHOOL for Girls, after a vigorous fight for two months with the Legislature, received an increased appropriation of \$2,500 annually for the support of the school. The General Assembly also paid \$9,000 upon the debt for new buildings and loaned the directors \$9,000 more in State bonds towards liquidating the indebtedness. Some of the Directors and the President of the school have successfully managed to make the Institution unpopular with the law-makers and their friends, while every person in the State is in hearty and most tender sympathy with the pupils and the original purposes of the school.

THE PUPILS of the Institution for the Deaf and Dumb and the Blind gave a most interesting and enjoyable concert and exhibition to the members of the General Assembly on February 15. The exercises were under the direction of the excellent Superintendent, Mr. W. J. Young, and consisted of instrumental and vocal music by the blind, and many very interesting recitations and pantomimes in signs by the dumb pupils, including a number of marvelous exercises in sound articulation by the deaf and dumb, who have been taught to speak and to read the words by motions of the lips. Mr. Young is a model Superintendent, and we do not believe that better work is done in any other Institution in this country than in the Institution at Raleigh, under the direction of Superintendent Young and his most efficient assistant teachers.

AMONG the prominent teachers and friends attending the meeting of the College Association at Raleigh on February 24 and 25, were the following: Dr. Charles E. Taylor, President of the Association, Dr. J. F. Crowell, Dr. J. B. Shearer, Vice-Presidents; Professor W. A. Withers, Secretary; Dr. George T. Winston, Dr. E. Alexander, of the University; Dr. W. S. Currell, of Davidson; Professors J. F. Lanneau, C. E. Brewer, J. B. Carlyle, W. L. Poteat, B. F. Sledd, of Wake Forest; Professors, J. M. Steadman, W. H. Pegram, J. L. Armstrong, Robert L. Flower, L. W. Crawford, J. M. Bandy and S. B. Weeks, of Trinity; President W. S. Long, Professors H. J. Stockard and Herbert Scholtz, Elon College; Professor W. S. Morrison, Clemson Agricultural College of South Carolina; President Alexander Q. Holladay, Professors D. H. Hill, B. Irby, W. F. Massey, R. E. L. Yates and H. L. Miller, of the State Agricultural Col-

lege; President Charles D. McIver and Professor E. A. Alderman, of the Girls' Normal and Industrial School; Professor D. Peacock, of Greensboro Female College; Professor James Dinwiddie of Peace Institute; Dr. B. Smedes, of St. Mary's; Professor F. P. Hobgood, of Oxford; Rev. J. M. Rhodes, of Littleton; Professor W. Catlett, of Wilmington, Superintendent L. S. Howell, of Tarboro; Hon. John C. Scarborough, Maj. S. M. Finger, Professors H. Morson, C. B. Denson, E. P. Moses, Dr. J. A. Holmes, Capt. W. B. Kendrick, Col. E. G. Harrell, Dr. N. B. Cobb, Rev. J. N. Cole, Rev. J. J. Becker and Dr. L. Branson, of Raleigh.

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### IN MEMORIAM.

"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost loved ones will be found again."

---

MRS. SARAH E. YOUNG, wife of MR. W. J. YOUNG, Superintendent of the Institution for the Deaf and Dumb and the Blind, at Raleigh, and for many years teacher of music in the Institution, died at her home in Raleigh on January 27, 1893, after a short illness.

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### AT RECESS.

The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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METHOD IN NERO'S MADNESS.—What the Teacher Told Robbie—"When Rome burned, the Emperor Nero was playing a fiddle." What Robbie Told His Mother the Teacher Said—"Emperor Nero was playing a fiddle so they burned Rome."

TECHNICAL EDUCATION.—Closfist—"It cost me over \$5,000 to give Harry that course in industrial arts." Herdso—"But he must be quite handy with tools, now." Closfist—"Yes; and the first job that he did was to put up awnings on the shady side of the house."



A LITTLE Detroit girl was bidding her boy playmate good-bye, and on this occasion her mother told her to kiss him. She offered him a roguish cheek, and when the salute was gravely given began to rub it vigorously with her handkerchief. "Why Laura," said her mother, "you're not rubbing it off?" "No, mamma," said the little maiden, demurely, "I'm rubbing it in."

TWO VIEWS OF IT.—"Tommy," said his mother, reprovingly, "I should think you'd be ashamed to be in the same class with boys who are all so much smaller than yourself." "Well mother," replied the imperturbable Tom, "I look upon the matter in a different light altogether. It really flatters my vanity to see how proud the small boys are to be in the same class with a big boy like me."

LITTLE Annie had been having trouble with her lessons, and had turned for assistance to her big brother. He did the sums for her, handed her the paper and resumed his reading. She was soon back at his side, however, and he inquired: "What's the matter? Aren't they all right?" "Oh, yes, indeed! They are ever so nice; but won't you please put a few mistakes in so that teacher will think I did it?"

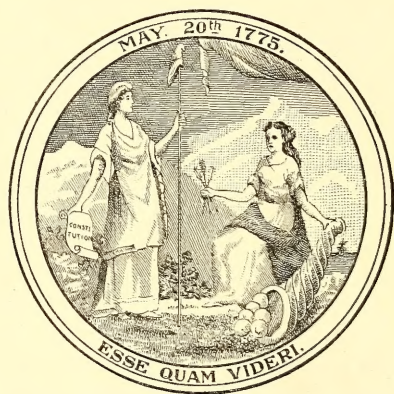
"VERY interesting conversation in here?" asked papa, suddenly thrusting his head through the curtains into the recess where Ethel, Mr. Tompkins and little Eva sat very quietly. "Yes, indeed," said Ethel, ready on the instant with a reply. "Mr. Tompkins and I were discussing all our kith and kin, weren't we Eva?" "Yeth, thath what you wath. Mither Tompkinth thaid, 'May I have a kith?' and Ethel said, 'You kin.'"

"WELL," said a teacher in one of our public schools, to a bright, persistent scholar in a grammar class, "if you are sure matrimony is an adjective, will you compare it?" "Brother Tom, who has just got married, says it can't be compared to anything in the world," rattled off the scholar. "Then compare it by the rule," insisted the teacher, quite good-naturedly. "Positive, Miss," said the scholar; "comparative Mr.; superlative, Mrs."

JUVENILE SAGACITY.—The new baby had proved itself the possessor of extraordinary vocal powers, and had exercised them much to Johnnie's annoyance. One day he said to his mother: "Ma, my little brother came from heaven, didn't he?" "Yes, dear." Johnnie was silent for sometime, and then he went on: "Say, ma." "What is it, Johnnie?" "I don't blame the angels for bouncing him, do you?"







NORTH CAROLINA COAT OF ARMS.

EMBODYING CHANGES ORDERED BY GENERAL ASSEMBLY OF 1893.

# THE NORTH CAROLINA TEACHER

VOL. X. RALEIGH, APRIL, 1893.

NO. 5

EUGENE G. HARRELL.

1893

## RALEIGH.

### PRIZE CENTENNIAL POEM.

BY MISS MINNIE MAY CURTIS, RALEIGH, N. C.

O Raleigh! noble namesake of a man of fairest fame,  
Our fathers chose most wisely when they crowned you with  
his name!

And his spirit—brave, undaunted—seemed to nerve them  
for the strife—

For the earnest, arduous effort that brought you into life.

A hundred years of patience, of weary toil and care,

Have yielded a rich fruitage, have reared your structure fair.

O noble State! be proud and glad; rejoice on every side!

Thy queenly daughter celebrates her natal day with pride.

Let loving hands delight to fling gay banners to the breeze;

Let children's happy voices ring beneath the spreading  
trees;

Let joyous peans echo from the mountains to the sea,

To celebrate with gladness our day of jubilee!

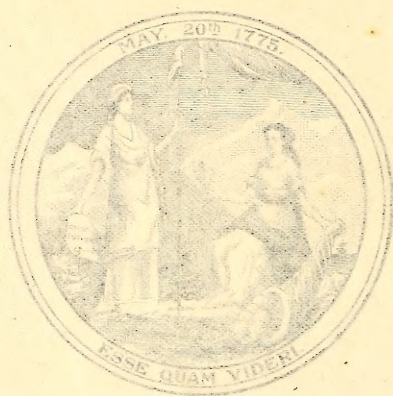
For all that Science, Art and Skill have brought us by the  
way;

For all that makes life sweet and good, we thank thee,  
Lord, to-day;

For godly shepherds who have led their flocks to pastures  
fair;

For skilled physicians who have wrought with never-weary-  
ing care;





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For skilled physicians who have wrought with never-weary-  
ing care;

For statesmen wise, who framed our laws with justice and  
with truth;  
For faithful teachers who have trained with earnest zeal  
our youth;  
For tradesmen in the busy mart; for tillers of the soil;  
For all who built our city up with patient, arduous toil.  
O noble pioneers! who wrought through long and weary  
years,  
We reap with joyful hearts to-day what you have sown in  
tears!  
We know your happy spirits, in the blissful realms above,  
Are looking down upon us now in tenderness and love.

Hushed be the noise of party strife; contentions die away!  
This is a holy festival—a glad, yet solemn, day—  
A day when wrongs should be forgiven, and bitterness  
should cease,  
And over all should brood in love the fair, sweet dove of  
peace.  
As God has loved us, let us love; let no one dwell apart;  
Let one broad band of love extend, uniting heart with heart.  
In union lies our strength, and we may win yet brighter  
fame  
In years to come, if one in heart, we labor with one aim.

So may our city ever be a steady beacon bright,  
Whose beams of purity and love shine with far-reaching  
light.  
So may the nations honor us, and children's children rise  
To call our memory blessed, when we've passed beyond  
the skies;  
So may they celebrate with joy another hundred years,  
And garner up with grateful hearts, with happy smiles and  
tears,  
A nobler harvest; and with still a greater pride may they  
Pay homage to a glorious and a grand Centennial Day!



## "REPORT OF THE STATE NORMAL AND INDUSTRIAL SCHOOL."

The first "Report of the Board of Directors of the Normal and Industrial School" has been submitted to the General Assembly and published for distribution. The "report" is not signed by the Board of Directors, only the names of the President of the Board of Directors, and the Secretary, appearing. One of the most active directors stated in the presence of the Educational Committee of the Legislature that he had never read or signed the report.

It is the most remarkable official report, in some respects, that we have ever seen and we suppose it is intelligible to those who signed it, but it is truly veiled in mystery to the general public. As it is a public document we feel at liberty to note some of its defects and omissions, although, on page 2, the report claims to be "complete."

The total "Cash Receipts" are stated as follows:

Greensboro's subscription .....	\$30,000 00
State appropriation, nine months .....	7,500 00
State appropriation, anticipated .....	4,000 00
Income from school .....	1,000 00
Balance from old summer Normals .....	103 82
Total receipts .....	<u>\$42,603 82</u>

Those who made the report forgot to include the following cash receipts, some of which can, of course, be only estimated here: Peabody fund, \$3,000; board to January 1 (150 pupils at \$8 a month), about \$2,500; physician's fee (\$5 each), about \$750; book fee, about \$1,000; industrial department (\$5 per quarter), about \$400; scholarships (\$16 per quarter), number not given, but we know of several hundred dollars that have been paid to President McIver by persons holding scholarships; tuition (50 students, \$10 each per quarter), \$500; incidental fee (\$2 each), \$400. Thus about \$9,000 of cash receipts are not accounted for in the report. The tuition is *guessed* at in the statement

as "income from School, \$1,000," and the Peabody fund is simply alluded to on another page in the report. There is no mention of the amount that it is said President McIver is paying for rent of one of the handsomest buildings erected by the State, which he uses as a residence and private boarding-house.

All pupils in the institution are charged by the President \$8 a month for board. The law says that board shall be furnished "at actual cost." Does the board supplied the pupils cost *exactly* \$8? If the cost is less, why are they required to pay \$8, the maximum amount; and who gets the surplus? If it costs more than \$8, who pays the deficiency?

The "itemized statement showing total value of property not mortgaged" includes "commissions to Thomas Woodroffe, \$3,612"; "advertising, \$24.70"; "expenses of Directors and President McIver, \$915.95"; "printing and cost of cuts, \$104.50"; "architect's fees, \$500"; "registering deed, \$4.75"; "interest at bank, \$173.56"; making a total of \$5,335.46, which amount has no possible connection whatever with the "value of the property." If these items are to be included here as "value," then there should also be added the salaries of teachers, cost of boarding department, wages of servants, book bills, stationery, rent paid by the President for dwelling-house, and lights and fuel. These important items of expense are not mentioned in the "report," nor are they even alluded to, directly or indirectly.

It seems to us that the law requires a full report of the "operations of the School" to be made to the Legislature, and as the members do not have access to the books the report should be an itemized statement of every cent received and paid out for the institution, in the same manner as the report of the State Auditor is made.

The "Pullen and Gray gift"—ten acres of land upon which the main building and the original Dormitory is situated—have an "estimated value" in the report at \$10,000. A



real-estate dealer living in Greensboro told us that the land was not worth over \$3,000, and could be bought any day for this price. Why is a fictitious "value" of \$7,000 added to this ten-acre lot of ordinary land situated about a mile from the railroad station and far beyond the actual city of Greensboro? The report intimates that the ten acres are worth \$10,000 because they are "in plain view of the trains on the North Carolina Railroad and the Northwestern Railroad (the road to Winston)." It is presumed that if the trains on another railroad could be seen the land would be immediately valued at \$15,000!

This so-called report abounds in "glittering generalities" and appeals for increased appropriations, but not a single line makes a report of the *normal* or *industrial* work or of any other department of the school. We do not believe that any manufacturing or mercantile corporation would be satisfied with a report from its officers which simply asked that the plant be doubled in size while no information whatever was submitted as to the *business matters* of the concern—nor are the taxpayers of North Carolina content with such a document from its employees in regard to the management of the Normal and Industrial School. It is only by full reports that the State authorities can advertise the work of a public institution in order that the people may judge whether or not such institution merits the appropriations being made for its support.

The law establishing the school, section 12, says that if necessary a Matron's Hall may be erected from the funds of the appropriation, "not to exceed \$3,000." Instead of obeying the law, the directors, under somebody's direction, erected a building costing \$15,771.55, besides contracting a large debt of \$9,000 for two other handsome buildings in which they secure only twenty-two extra rooms, as one of the buildings, containing ten rooms, is occupied by President McIver and five of his private boarders. It is admitted in the report, page 5, that for \$3,000 the third



story of the original Dormitory Building could be completed and furnished, giving *twenty-two additional rooms*; this being a fact, why did the directors expend \$9,000 to secure only *twenty-two more rooms* for the pupils? This seems to be a reckless waste of \$6,000 of the State's money for which the institution has no return whatever except perhaps a handsome private residence for the president. In this respect President McIver seems to enjoy a luxury at State expense that no president or superintendent of any other public institution in North Carolina has ever enjoyed. This condition of affairs may cause the people of North Carolina to believe that the money appropriated by the taxpayers for preparing the young women of the State to teach is used more for the benefit of President McIver than in the interest of the young women! It is easy to understand why THE TEACHER was boycotted by pupils of the institution for suggesting a change of management in the affairs of the Normal and Industrial School!

We say again that the Normal and Industrial School for girls has been for years, and is now, the pet institution in the State with THE TEACHER, and we favor the largest possible appropriation for its support; but on account of our suggestion that this management of the institution should be changed and improved, of course the "management" will try to raise the same old ridiculous cry: "THE TEACHER is opposed to the Normal and Industrial School!" It is, however, gratifying to know that the two hundred charming young students in the school, and the public generally, have too much good sense to be deceived by any such false and absurd statement, and thus THE TEACHER will continue to be faithful to its duty as a State journal, without fearing the misrepresentations and abuse of interested parties who may chance to be affected by lawful enquiry into their management of a public institution. We may discuss other remarkable statements in this "Report" at another time.

GREAT OPPORTUNITIES FOR TEACHERS.

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The World's Fair is a great opportunity.

Can any one of our more than four hundred thousand teachers afford to miss such an opportunity for instruction?

"It is said that travel broadens a man but it is not given to all to travel extensively. Here the objects of travel will be measurably supplied.

"The bringing together of the rare products of the world, natural and artificial, where objects illustrating the histories of countries and their present status, together with inventions which have changed the face of the globe and characters of men, will in their appropriate places interest and instruct.

"I think we will not concede that it is not the discipline of study, it is not boat clubs, nor foot-ball that determines a man's future, but rather the trend given his life by their combined influences and the atmosphere which he there breathes and which is born in them all. To such an atmosphere is the world invited at the Exposition in Chicago from May 1 to October 31.

"Beyond all material considerations, beyond the congregations of peoples, beyond the glare and lustre of pageants, beyond the aggregation of merchandise, beyond the wonders of the loom and the skill of the inventor, the speaking canvas or the reposeful marble we see a residuum worth more than all. We see influences born of the commingling of our people with each other and the people of other lands which will direct and invigorate a higher individual and national life."

To miss the Exposition will be to miss the opportunities of a lifetime; to see it will be to grasp a lifetime's entertainment and education.—*American Journal of Education.*



## TRUTH AND FALSEHOOD.

As the President and some of the Directors of the Normal and Industrial School have tried to persuade the young ladies of the institution to believe that the editor of THE TEACHER "is opposed to the school" on account of an article which we wrote for the *State Chronicle*, we republish in full the "famous article," as follows, to show the utter absurdity of the charges as made by President McIver and some of the Directors as to the position held by us in regard to the institution:

## ABOUT THE NORMAL AND INDUSTRIAL SCHOOL.

[Correspondence State Chronicle.]

There seems to be very strong opposition in the General Assembly to the proposition to increase the annual appropriation to the State Normal and Industrial School for young women at Greensboro, from \$10,000 to \$15,000, and to pay an indebtedness of \$18,000 for buildings.

As one of the first, and now one of the strongest, friends of the institution, it seems nothing but right that the reasons for this opposition, as learned from the members of the General Assembly, should be made known as a matter of fairness to all parties.

The main objections to the passage of the bill as given to us in person are:

1. The school is undertaking to do too much work, and is not even trying to do the work for which it was asked by the Teachers' Assembly and as was chartered by the Legislature. The work is to be "normal and industrial" exclusively, and nothing else attempted. The girls are to receive training in the art of teaching, and in industry, and neither of these departments has been yet fully established, while they should have been the first and only courses taught to comply with its charter. Even the instruction that appears to be partially industrial (telegraphy, shorthand, type-writing, bookkeeping, etc.,) is charged extra to each pupil at \$20 a term. The State intended that the Normal and Industrial School should be free as to tuition to all its pupils.

2. The law says that the school shall be located in the town that would provide a site "and necessary buildings." If the buildings upon which there is a debt of \$18,000, which the State is asked to pay, were "necessary," then Greensboro should pay the bill in accordance with the law; if they were not "necessary," then the State has no need of them and should not be asked to pay for the surplus buildings.



The Legislature and the people who were so diligently working for the establishment of the institution thought they were providing a professional school for training female teachers for North Carolina, and they had no desire or intention of establishing an ordinary female seminary as a competitor with all the other schools for girls in the State, nor does the present General Assembly feel disposed to support such an institution. We have very carefully investigated the causes of opposition to the "Normal and Industrial School," and are convinced that if the management of the institution will attempt only its legitimate normal and industrial work, and do that thoroughly, there will be found no further opposition to the school, but the warmest and strongest support of both the people and the lawmakers of North Carolina.

E. G. HARRELL.

Any sensible person will clearly understand this article as setting forth for general information the objections to the institution *as stated by members of the General Assembly*. We do not in a single line of the article express our own opinions in regard to the school, and it is only by malicious perversion of the American language that such can be made to appear, even to a few unthinking persons. There seems to have been a systematic effort on the part of somebody to represent THE TEACHER falsely in every word that we have written or spoken in regard to the Normal and Industrial School, and this has been done for the purpose of justifying some of the mismanagement of the institution. It is fortunate for THE TEACHER that we have a number of special friends among the pupils of the institution who promptly inform us by letter of every attempt made by officers or Directors to prejudice the pupils against THE TEACHER.

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"TRUE TO NORTH CAROLINA" is the most popular and stirring song that you can possibly select as the closing chorus for your school entertainment or commencement this season. The Students' Glee Club of the Pennsylvania Medical College has added this song to their concert programme on a Southern tour.

[FOR THE NORTH CAROLINA TEACHER.]

## TEACHING THE SCIENCES IN PREPARATORY SCHOOLS.

BY WASHINGTON CATLETT, PRINCIPAL CAPE FEAR ACADEMY, WILMINGTON, N. C.

In that very delightful meeting of the College Association of North Carolina held in Raleigh in February last I was permitted to listen to some very instructive papers on various subjects, and to hear some very entertaining discussions, participated in by not a few of the leading educators in the State.

During the discussion upon a paper read by Professor Poteat, of Wake Forest, remarks were made which were calculated to stir up the spirit of preparatory teachers, those beasts of burden that, like the camel of the desert, are expected to receive the load without murmuring, and bear it, only to be loaded the more, if a cry does not, at last, remind its persecutor that no more may be expected.

The charge laid at their doors was the faulty preparation for college which many freshmen bring to these institutions of higher education.

I quietly thought that the fault was that these colleges allow *boys* to enter, and then expect them to do the work of men. By encroaching upon our fields they get material fit for the secondary schools only. I have concluded, however, camel like, to receive the burden laid on, and declare only what we ought to be expected to bear.

I do not pretend to be the champion of all the preparatory schools of the State, as I can speak only for my own, but I may, at least, consider what the colleges may expect of the preparatory schools, and how the sciences had best be taught, amid the various difficulties under which these schools labor, either with or without physical apparatus.



I shall not enter into an elaborate consideration of the subject, as neither space nor time will permit.

What may the colleges expect of the preparatory schools?

They may not expect them to send pupils prepared for a postgraduate course; they, possibly, may not expect them to send students who might enter a scientific course in Johns Hopkins. They may, as a minimum, expect to receive freshmen who are acquainted with the general definitions and laws of the various divisions of physics as offered in the usual text-books upon physics now before the public. If a pupil enters with the knowledge of these general facts he is, at least, in a condition to understand and lay hold upon the work offered him by the professor of physics. He can enter the laboratory ready to imbibe whatever experimental induction presents itself. He is ready to be taken by the hand and led on into minuter particulars, gathering knowledge at every development, finally making for himself and watching every experiment for which his college will afford him opportunity. This is what the college may expect.

Of course, it should be the duty of the preparatory school to give the pupil more preparation, if possible, as the more thoroughly equipped a student is the better work he will do. There are many pupils who will not go to college, but will enter life with only the preparation they get from the high school. Of this class I am not now speaking, as they should be the special care of the high school to foster and to bring to their fullest possible development. I believe every high school can give what I have named as a minimum without apparatus, or without ever trying to teach the subject entirely by experiment.

Why may not the colleges expect more of the high school?

The course of study in the average high schools, with the average force, will not always permit the time for very extensive experimenting, even if apparatus be on hand.



The time of the teacher is to be divided into a multiplicity of parts, every minute of which is of vital importance in the schedule of economy. He has not the time for enough out-door excursions to carry on a continuous system of instruction by purely experimental treatment.

If he has a school with classes of different grades sitting in the same, performing experiments diverts the attention of the smaller pupils from their studies without enabling them to view the experiment with any other idea than that it is a piece of jugglery. Besides, to make experiments simple and successful requires often a thorough acquaintance with the subject, acquired by careful preparation and long experience, which many preparatory teachers do not possess as they are also expected to be equally expert in classical lore; in other words, to be good all-around men, which is more than is required of a college professor.

A teacher is often charged with having hobbies in his instruction. This is only the result of his being better prepared in one subject, arising, perhaps, from his greater fondness of it, and from his having applied himself more assiduously to its acquirement. But again, the camel cannot choose his burden, as the college professor may.

Finally, I would discuss the best method of teaching the sciences in the preparatory schools. I say from the first, avoid every text-book with high-sounding title, each declaring that the method it adopts is that of experiment only, requiring the pupil to learn by seeing for himself the various phenomena, and deriving from the bare facts his laws, and not getting them ready-made from second hands. Such a theory is correct in the abstract but its application is attended with danger. At least this is my experience. And the danger lies just here. It is the same danger which lurks around all the new methods of modern teaching. We run to one extreme, and thus, shunning one fault, we fall into another.

I do not recommend a book with dry questions and answers. Avoid anything that savors of mere cramming of dry facts, dead rubbish to the pupil.

What, then, is the way out of the dilemma? That good old rule will lead us safely, "Avoid extremes." If a system be antiquated hold to it so long as it is good; if it be new grasp it, provided it will serve the purpose.

The ideal text-book in science will be the one that gives a full amount of experiments with directions for performing them, and illustration to serve the lack of apparatus. It is a custom of mine to keep any drawing I may get of various philosophical apparatus from the catalogues issued by the makers of such apparatus, and cuts from the *Scientific American*, which I use to show the class when occasion requires, and I have geographical views to exhibit to them with an ordinary stereoscope. These drawings supplement a fairly good school apparatus.

The ideal book will contain, also, the laws and definitions prominently, plainly and clearly presented to the student, which he may verify, if possible, by experiment. But, if he cannot perform the experiments he may have them intelligently explained to him, that he may be ready for the professor when he takes him and introduces him in his laboratory to the wonders of Nature, that he may see face to face what he has before only heard of.

Please do not understand me, when I say avoid *books* which teach only by experiment, to say avoid experimenting. Urge your pupils to experiment at home, if it cannot be done at school. Edison began with the rudest apparatus. Encourage them to cultivate a taste for getting knowledge at first hands. Teach them to improvise apparatus. Teach them the laws of the lever, for example, by a simple stick or suggestions of common implements falling daily under their eyes.

A pair of common spring-balances will enable them to



experiment in the laws of specific gravity, roughly, it is true, but accurately enough to illustrate the principle, if not to fill a table in a scientific treatise. A few spools whittled into shape and with a wire clasp, may be used for a block, with simple cord for tackle, to illustrate the laws of the pulley. A few glasses, with pieces of zinc and copper and some wire, will make a battery. A little sulphuric acid can be gotten to dilute with water to pour into them. An old nail in a piece of glass tube, with insulated wire, or even wrapped with thick paper, with common copper wire wound so that the convolutions of the helix will not touch, will illustrate an electro-magnet. The several glasses can be used to represent the joining of a battery cells in series, or parallel, or mixed. A piece of glass, or sealing-wax, may be rubbed to show electrical attraction or repulsion. If a magnifying glass is not handy, a pair of spectacles will serve to show some of the principles of lenses; and often a prism may be gotten in the glass ornaments of old-fashioned candelabra. A common reflector for a wall lamp may illustrate the laws of concave and convex mirrors.

I mention these to show that I am not opposed to experiments, but rather advise them when practicable. The whole system depends upon the teacher and pupil. An incompetent man in the most magnificently equipped laboratory is not so strong as a capable man with a tin can and an oil lamp.

Furthermore, I am opposed to these fanciful articles on teaching which we draw from the German schools. Such a one I now bear in mind, which I saw sometime ago mentioned in *The Forum*. The proper teaching of geography in a school in Germany was described. The teacher took his class out to the head of the river to illustrate practically what is meant in geography by the course of a river. I wondered how he showed them practically the mouth of a



river. How should I illustrate to my pupils practically what a mountain is? or how should a teacher in Asheville illustrate an ocean to his pupils? Of course, we must use whatever is about us. In the cities the electric street-car can be explained practically, and, also, the arc and incandescent electric light.

Thus, in a cursory way, I hope I have pointed out how we may attempt to teach the sciences when we have no apparatus. If our opportunities and appliances are better, and therefore bordering on college privileges, we should do more finished work. But, at all events, let us work earnestly and diligently, and disregard criticism, even though "a Dr. Rice" should come among us.

I can see no reason why any high school of ordinary respectability may not have as its scientific course: first, geography, upon the completion of which it may be replaced by natural philosophy, with such a text-book as "Avery's First Principles of Natural Philosophy, the higher" book of the series, if the pupils are mature enough. This could accompany philosophy; the principles of chemistry might follow, or astronomy, while, at the same time, the classics might be pursued. It matters not what a man's avocation may be, in the ground-work of his preparation he should know something of the principles and the nomenclature of the sciences, just as a scientific scholar should know something of Latin, and Greek, too, if possible, without being a fully equipped classical scholar.

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THE TEACHER can supply any principal or school committee in the State with experienced and competent teachers whose work will prove satisfactory in every way. Write to the editor stating what kind of a teacher you want and the salary paid, and we will do our best to serve you.

## THE TEACHER'S WORLD'S FAIR TRIP.

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All arrangements for the visit of the North Carolina teachers to the World's Fair are now completed for a most delightful and instructive trip, and at much less expense than a visit to Chicago can be made under any other auspices or management.

The following changes have been made in our plans, all of which are for the greater comfort, convenience and economy of all members of the party:

1. The Harvey House, at which our headquarters were to be, having been burned while in process of construction, we have selected for our home the Chautauqua Encampment Grounds, under the management of the "World's Fair Protective Encampment Association." The Chatauqua is located at West Pullman in the city of Chicago in an immense grove. The grounds are extremely beautiful. A gently undulating surface, high and dry, perfect drainage, sandy soil, at an elevation of forty feet above Lake Michigan, partially covered by natural forest trees, and all laid out in regular blocks with macadamized streets and Portland cement sidewalks, city system of sewerage, an abundant supply of city water, and lighted by electricity—all combine to make this the most desirable location for this great National Educational Encampment that could have been selected.

Waterproof compartment tents of the best canvas, of three to six rooms each, are placed on the grounds at convenient distances apart, with streets and walks for each row of tents. Tents are erected on good matched-lumber floors, and are arranged and equipped so as to make them, as far as possible, equally desirable. The blocks are enclosed by a substantial wire fence.



The Encampment being located within the city limits, an ample corps of Chicago policemen will constantly care for the safety of its members. A carefully selected force of watchmen will also be employed by the Association and deputized by the city authorities to co-operate with them. No saloons, no gambling, no disorderly or disreputable persons will be allowed, either on the grounds or in the vicinity.

There is a large Auditorium on the grounds which will be free to us for any and all meetings and conventions we may wish to hold during the day time. Entertainments of a HIGH ORDER will be provided by the Association, evenings and Sundays, upon the well-known Chautauqua plan. The most interesting and eloquent speakers, both men and women, of our own and foreign countries, who will participate in the 125 Congresses of the World's Congress Auxiliary, will speak from the Encampment platform.

Accommodations in the compartment water-proof tents, which are floored with matched flooring, furnished with woven-wire spring beds, mattress, pillows, pillow-slips, sheets, an abundance of blankets or comforts, street and room lights, mirror, towels, chairs and toilet articles will be furnished our party for *only \$3 a week*. The bed linen will be regularly changed. In addition each person will be given a "World's Fair Pocket Guide," handsome souvenir badge, and the privilege of attending, FREE OF CHARGE, all entertainments in the Encampment Auditorium.

Ample restaurant facilities are provided, where good, wholesome food will be served at reasonable rates. Café and lunch counters are also provided, so that meals may be obtained for twenty cents and upwards. Members of our party can take their meals and lunches wherever they choose.

The Encampment will be a home, where *convenience, safety, comfort, economy, entertainment, instruction and*



*friendly and ennobling associations will abound*, and over 10,000 teachers have already engaged accommodations during the Exposition. The United States Commissioner of Education, Hon. William T. Harris, LL.D., and a number of the State Superintendents throughout the Union have most heartily and enthusiastically endorsed this excellent plan of taking care of the teachers while visiting the great Fair, and the most prominent educators in America are managing this Chautauqua Entertainment Association.

For members of our party who prefer a hotel at higher price we have arranged with the Delmar House, 1433 Wabash Avenue, for rooms at the following rates: four persons in a room, two in each bed, \$1 a day for each; two persons in a room, each in separate bed, \$1.50 a day. This price is for rooms only, which must be engaged for at least one week. To occupy the hotel rooms will add from \$7 to \$10 to the expense of your trip. The accommodations at the Chautauqua Encampment cannot be obtained by individuals, as they are reserved specially for educational and other select parties.

2. The date for our trip is changed from August 14 to *Thursday, July 20*. This change has been made so as to give the teachers an opportunity of attending the great World's Educational Congress that is to convene in Chicago, July 25, and which will be the grandest educational body to assemble within this century. Besides, we find that July will be the most convenient time during the Exposition for the large majority of our teachers to make the trip, and all our arrangements are made for the pleasure of the greatest possible number. We can secure better accommodations and lower rates on railroads, also cheaper rates for lodging and meals in July than at a later time because the crowds of people will not then be so vast and unwieldy. Our visit will therefore be much more comfortable and satisfactory in every way. The great exhibit will be fully arranged

and in position by the first of June, and at the time of our visit the immense Exposition will be at its very best.

The party will leave Raleigh on special trains Thursday morning at 7 o'clock, July 20, and is expected to arrive at Chicago at 2:30 P. M. next day. Returning, we will leave Chicago on July 31, and will reach our homes on August 1. There can be no changes made in this schedule and all persons in the party will be obliged to conform to these plans, and those who cannot do so will not be admitted to the privileges of this trip.

The assembling point for our party is the Capital City, and all estimates for expenses are based upon the fare from Raleigh. Our route is the Richmond and Danville Railroad by way of Greensboro to Charlottesville, Va., thence by Chesapeake and Ohio Railroad to Chicago. Arrangements will be made with the Seaboard Air-Line and the Atlantic Coast Line by which persons living more convenient to those lines may join the party at Charlottesville and there take our special trains for the remainder of the journey. Of course, those persons who reside at a distance from Raleigh and away from the route will pay a proportionate difference in railroad fare.

As before stated, \$39 will pay all the necessary expenses of the trip, including *railroad fare to Chicago and return, with meals on the journey; room and meals for seven days in Chicago; four admissions to the Exposition; and twenty street car fares.* A berth in sleeping-car is not "necessary expenses," and if it is desired the cost will be extra, as follows, one double berth for the journey each way, \$2.50. Two persons can easily occupy a berth and thus reduce the expense to \$1.25 for each person. Sleeping car accommodations will be provided only for persons who notify us not later than July 1 that they will be wanted.

The privileges of the teachers' visit to the World's Fair "are available to teachers and their friends," just as is



membership in the Teachers' Assembly. The party will be a select and congenial company of pleasant traveling companions, and no person will be admitted who is not well recommended and properly vouched for. All arrangements of the trip will be the same as if provided for a pleasant family of mutual protectors.

The party is absolutely limited to a certain number, and no person will be admitted beyond the limit, as comfortable accommodations will be reserved just for the party and no more. This trip is not by any means a general excursion, but a select company of congenial people traveling by their own special trains and entirely devoid of all crowding and disorder of every description; and any objectionable person who may chance to get into the party will be put off the train as soon as discovered. The limit of members is nearly reached, and at the time of our departure there will be twice as many applications for places as can possibly be accepted. It will be pleasant to realize that your visit to the World's Fair will be made without the intolerable crowding and confusion to which hundreds of thousands of other visitors will be subjected.

There will be an ample supply of excellent chaperons and every young lady will be expected to carefully observe the rules of the party throughout the entire trip, as all such regulations will be made solely for her comfort, pleasure and safety. The editor of THE TEACHER will have general supervision over members of the party at all times and will spare no reasonable effort in making everybody comfortable and delighted with this memorable visit.

As this party is under the auspices of the Teachers' Assembly every person admitted to its privileges must hold a certificate of membership in the Assembly. The annual fee for the Assembly will be deducted from the advance payments made by all persons who do not attend the session at Morehead City this summer, and the certifi-



cate will be furnished to them by the Secretary on the train. All persons who are at Morehead City during the session of the Assembly will be in possession of the necessary certificate of membership.

The final details of the trip will be arranged by May 1, and in order that no acceptable person who wants to join the party shall be disappointed, a deposit of \$10 will be required on or before the first of June. This amount will be placed to your credit as advance payment on the price of the railroad ticket. If, for any reason, after the deposit is made, you should find it impossible to make the trip, and will notify us before July 1, the full deposit will be returned, but no advance payment can be returned after that date, as it will then have been paid on your ticket and your accommodations for the trip will be secured.

There are always some extra expenses in every undertaking in which any person has engaged, and of course our visit to the World's Fair cannot be expected to be an exception to the rule. The teachers' trip provides solely for *a visit to the World's Fair* and if persons want to also enjoy the sights and amusements of Chicago, sleeping-car berths and attendant expenses, it will be necessary to have about \$15 or \$20 above the \$39, which only pay for *actual necessary expenses*. We will secure, however, for our party, special reductions at all theatres, concerts and other places of amusement which we will want to attend in a body.

The chaperons among our company will carefully look after the welfare and comfort of all young ladies who may have no relatives or special friends on the trip; therefore, no young lady need hesitate for a moment about joining our party, simply because she may not be, at the beginning of the trip, acquainted with any other person in the party, and the editor of THE TEACHER will have general oversight of the comfort of every person belonging to his party.

Do not try to carry a large trunk with you. You will not need it, and it will be greatly in your way to trouble you at the most unexpected times. You will need only a small valise for your linen and one extra dress. Only two dresses will be necessary for a woman—one for traveling and one short walking-dress for street wear. Do not put too many things in your valise. Travelers often realize how very few things are needed on any kind of journey. A change of linen, four collars and cuffs, and one extra walking-dress is sufficient for any ordinary journey that is shorter than a month. A man on a trip of ten or fifteen days will find use for only a change of linen with six collars and four pairs of cuffs. It is much cheaper to send your linen frequently to the laundry than to have the care and responsibility of looking after a heavy trunk.

Further particulars of the trip will be given from time to time in THE TEACHER.

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### A MOTHER'S OPINION OF COLLEGE MATCH GAMES.

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EDITOR NORTH CAROLINA TEACHER :

I have read with special interest, as a mother, all your objections to the match games of ball between college students, also the very excellent article by Professor Holt in favor of such games. I now desire to give you the views of a mother who has a boy at college, and who is, therefore, more interested than the public can possibly be in the matter under discussion.

This is the third year that my son has been at college. He joined the ball team as soon as he entered, and I think his connection with the team has had great influence on his life in a very objectionable way. He was a studious boy before he went to college and always had a fine record



in his classes. He is now so entirely absorbed in some wild ball-match that he rarely talks or thinks about anything else. When he comes home occasionally he talks nothing but foot-ball slang, and will not read anything except records of games as published in the sporting papers. He speaks of his sisters as "half-back," "centre-rush," and other such outlandish things that we are frequently shocked.

When I asked him how he was getting along in his classes he said, "Oh! it doesn't matter much about the recitations, the professors will help us through if we only defeat some rival college in the foot-ball game. You see, mother, it takes us about a month of hard work in training before we play a match game and of course we have to go easy on the studying business during that time, and when we whip out the other fellows and get back to college we don't talk much about anything else except how we cleaned 'em up."

My son was always very fond of staying at home at night to enjoy the evening with the family—now he delights in loafing about the hotels and drug stores at night to "talk foot-ball with the boys," and we scarcely ever see him at home except at meal times.

I think that my experience with the "foot-ball craze" is about the same as that of other parents who have boys at college belonging to the ball teams. Can any reasonable person, then, be surprised that the mothers in North Carolina are strongly opposed to the college match games of ball? Surely not. I agree with everything THE TEACHER has said about the intercollegiate games, and I long to see the time when they will be discarded by every reputable college.

If I had another son to educate I would not send him to any college which permitted its students to play match games of ball with other colleges. My experience, as also



that of other mothers within my knowledge, has shown beyond a doubt that only idleness, dissipation, over-excitement and its contingent evils can be the ultimate fruits of such contests, and no good can come from collegiate match games between "tramp ball teams."

MRS. W. J. C.

*Charlotte, N. C., April 3, 1893.*

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[FOR THE NORTH CAROLINA TEACHER.]

### THE TRUTH OF LIFE.

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BY MISS SOPHIE REYNOLDS, BRYN MAWR COLLEGE, PENNSYLVANIA.

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We are living in a time of advanced civilization.

Medical science has progressed wonderfully in the mitigation of the physical pains which the flesh is heir to. The lightening of manual labor by mechanical substitutes, everything advantageous to man's comfort and well being is brought forward and made use of; knowledge increases as the means of knowledge increase; governments have become more equitable and beneficent than formerly; manners have improved.

But more than all this, we have emerged from the cloud of superstition which surrounded and blinded our ancestors. Moral and religious topics are the questions of the day. Men have awakened to the fact that there is a wide field for discussion in these hitherto undisputed themes. We are not content to live in the world with no higher ambition than bettering it for our successors, who in their turn will exist and nothing more. It is not satisfactory to advance in the social, intellectual and scientific world with no other aim than mundane existence.

This is not our ideal of life! "The dignity of our life, the fullness of our joy, the nobility of our natures," lie in the connecting of this brief existence with that of an infinite future life.

## WORLD'S FAIR BUILDINGS.

Do you quite realize their beauty, extent, grandeur?

Here are some facts of interest condensed to clip and put in your pocket-book to look over and to show to your friends.

The Manufactures and Liberal Arts Building is the *largest* structure ever erected in the world, being three times as large as St. Peters at Rome. Dimensions, 787 x 1,687 feet; floor area, including galleries, forty-four acres. Cost, \$1,700,000.

Machinery Hall, with annex and power-house, forms the second largest building. It is in the style of the renaissance of Seville, and is 850 x 500 feet. Cost, \$1,200,000.

The Administration Building is a gem in the style of the French renaissance. Cost, \$550,000. Dimensions, 250 feet square. Its gilded dome is 277½ feet in height, and 120 feet in diameter.

Mines and Mining Building is simple and beautiful in design. Dimensions, 350 x 700 feet. Cost \$265,000.

Electrical Building, 345 x 690 feet. Cost, \$410,000. Designed in the Corinthian order.

Transportation Building, 256 x 960 feet. Cost, with annex, \$370,000.

Government Building, classic in style. Designed by government architects; 345 x 415 feet. Cost, \$400,000.

Fine Arts Building is purely classic in design; 500 x 320 feet; two annexes, each 120 x 200 feet. Cost, \$670,000.

Woman's Building is Italian renaissance in design; 200 x 400 feet. Cost, \$138,000. Day Nursery will be near it, where children may be checked to be taken care of.

The Fisheries Building, in the Spanish Romanesque style, is 165 x 365 feet. Cost, \$225,000.—*American Journal of Education*.



[FOR THE NORTH CAROLINA TEACHER.]

## OUR STATE MOTTO AND COAT OF ARMS.

BY JUDGE WALTER CLARK, RALEIGH, N. C.

[We are very glad to present to our readers of this number of *THE TEACHER* the following valuable article by Judge Walter Clark, describing the new coat of arms of North Carolina, and explaining the "State Motto," which was adopted by the General Assembly of 1893. We also illustrate the true design of the new coat of arms by a frontispiece engraved expressly for *THE TEACHER*. Every teacher in the State should read this admirable article to their pupils, and give a little time to discussion of the subject until each boy and girl is thoroughly familiar with the design of our State "Coat of Arms" and "Great Seal," and fully understands their whole significance. It is proper to add that the first part of this article was contributed by Judge Clark heretofore to the press, and has appeared in several papers. It is now enlarged and expanded.—EDITOR.]

The General Assembly of 1893, by a unanimous vote in each house, passed the bill providing a State motto.

The act provides that the words "20 May, 1775," shall be placed in the upper part of the State's coat of arms. This is a proper and just recognition of the first declaration of American independence. It is a memorable date in the annals of liberty, and will be a proud addition to the insignia of our State.

The act further provides that the phrase *ESSE QUAM VIDERI* is adopted as the motto of the State, and shall be engraved on the Great Seal of the State and at the bottom of the coat of arms. These words mean "To be rather than seem to be," and are a suitable recognition of the



honest, sturdy, unpretending character of our people. Beginning with the national motto "*E Pluribus Unum*," nearly every State has adopted a motto. With rare exceptions these mottoes are in Latin. The reason for their being in Latin and not in English is not far to seek. Owing to the Latin expressing the different forms of the verb and of the noun by a mere change in termination, and not, as in English, by the addition of particles and prepositions, Latin is far more condensed and terse. The three words, "*Esse Quam Videri*," require the use of seven English words to express the same idea. The Latin is therefore more sought after in the adoption of mottoes for States, societies, badges and all like purposes.

Curiosity has been stimulated to learn the origin of the phrase. It is first found in Cicero in his essay on Friendship (*Cicero—De Amicitia*, chap. 26), though it is not there used in the sense now usually attached to it. He says, "*Virtute enim ipsa non tam multi præditi esse quam videri volunt*," "The truth is that virtue is a quality which not so many desire to possess as to desire to seem to possess," or *literally*, "For indeed not so many wish *to be* endowed with virtue *as wish to seem to be*."

The phrase, however, was a striking one, and being caught up was adopted as a motto. In that best collection of mottoes extant, the "*Coats of Arms of the British Peerage*," no less than three noble houses have adopted it, to-wit, the Earls of Winterton, Earl Brownlow and Lord Lurgan.

It has been adopted by many Associations, especially literary societies. In this state it is the motto of Wilson Collegiate Institute, and, with some modification, of one of the societies of Wake Forest.

The sentiment and the phrase are good enough. Let North Carolinians now make it as memorable and as distinguished as any that has ever decorated a royal banner or

the shield of a courtly knight. Among our sister States it can proudly take its place between the *Sic Semper Tyrannis* of Virginia, and the *Animis Opibusque Parati* of South Carolina.

The figures on our coat of arms are Liberty and Plenty. It has been objected that the motto has no reference or application to the figures on the coat of arms. It is very rarely that such is the case. The national motto, *E Pluribus Unum*, has no reference to the Eagle and Shield which are the national coat of arms. Nor has the "*Excelsior*" of New York, the "*Dirigo*" of Maine, the "*Qui transtulit sustinet*" of Connecticut any application to the figures above them. Indeed Virginia's *Sic semper tyrannis* is one of the very few instances in which the motto bears such reference. But, in fact, is our motto so totally without reference to the State's coat of arms as is usually the case? The figures are, as just stated, Liberty and Plenty. Is it inappropriate to say that we prefer *to be* free and prosperous than to merely *seem to be* so? There have been States which had all the appearances of liberty and prosperity, when, in truth, having lost the reality of both, they were tottering to their fall.

Indeed, as the learned and accomplished president of one of our State colleges lately observed, "The motto has a deep philosophical meaning; one might evolve a whole system of metaphysics from the two basal ideas in it, that of being (*esse*), and that of phenomenality (*videri*), on which two poles the whole of modern theories of knowledge has hung."

It has been a little singular that until the act of 1893 the sovereign State of North Carolina has not had any motto since its declaration of independence. It was one of the very few States which did not have a motto, and the only one of the original thirteen without it. It is very appropriate that, simultaneous with the adoption of the State motto, there should be placed on the State Seal and Coat of Arms, the



date of the Mecklenburg declaration of independence—the earliest of all American declarations—the ever memorable 20th of May, 1775.

It may be noted that up to its becoming a sovereign State the Colony, or *Province*, of North Carolina had a motto borne on its Great Seal. This was “*Quæ sera tamen respexit.*” This was taken from the first Eclogue of Vergil (line 27), and, referring to the figure of Liberty, meant, “Which, though late, looked upon me,” the full line in Vergil being, “Liberty, which, though late, looked upon me indolent.” No wonder this was dropped by the new State. Nothing could have been possibly more inappropriate. Liberty came not to her late but the *first* of all the American States. And it came not to a people inert or unseeking her rewards. To such liberty never comes. But she came to North Carolina, to a people energetic, earnest, devoted, seeking her smiles as a lover wooing a beauteous maiden, and in the pursuit tireless “as a sleuth hound seeking its prey.” Here first she came. As Burns said of Summer, on the banks of bonnie Doon, Liberty

“Here first unfolds her robe  
“And here may she longest tarry.”

It may be mentioned, to prevent any misunderstanding as to the scope of the act, that it does not apply to county seals. Each county is authorized by The Code (Vol. I., p. 285), to adopt its own seal. Many have now on the county seal the appropriate phrase, *Leges Juraque Vindicamus*. The present act applies only to the State Seal and Coat of Arms.

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IF YOU want to join the Teachers' World's Fair Party send in your name at once, as it is nearly completed to the limit of numbers.



## WRITE ONLY PURE AMERICAN.

The American people are rapidly becoming *American*, we are proud to say, but there yet lingers a tendency with our writers to hold on just a little to the language of every other nation on earth, and this habit is to be largely overcome by the teachers of our children. To do this effectually their pupils should not be permitted to use any of the following expressions in writing or speaking:

"Ten dollars *per* week"—*for a* or *by the* week is meant.

"*En route*"—instead of *on the journey*.

"*Via* New York"—*by way of* should be used.

"*Erratum*"—an error.

"*Lapsus linguæ*"—a slip of the tongue.

"*Modus operandi*"—mode of operation.

"*Sub rosa*"—privately.

"*Tempus fugit*"—time flies.

"*Terra firma*"—solid earth.

"*A la mode*" in the fashion.

"*Carte blanche*"—full power.

"*Nom de plume*"—an assumed name.

It may be true that these foreign words and phrases are well known to all people, but the pure American equivalent is equally as expressive, sometimes even more correct, and is always in better taste. The American language is in every way just what American people need for fully, accurately and elegantly giving expression to their thoughts however witty and brilliant, and there is not the slightest need for us to draw upon all the languages of the world for phrases, which are often simply foreign slang, to give strength to our conversation and literature.

The American writer or speaker who cannot find enough pure American words for the proper expression of his thoughts, and who manages to sandwich some foreign word

into almost every sentence, simply needs more American education. Shakspeare used about fifteen thousand English words and he found that they could tell all he knew—the American language has about eighty thousand regular words, which certainly ought to be sufficient for any writer less than Shakspeare.

Every foreign word used in an American article only adds weakness to it and proves that the writer does not know his mother tongue.

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### THAT'S THE WAY.

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Just a little every day,  
That's the way  
Seeds in darkness swell and grow,  
Tiny blades push through the snow.  
Never any flower of May  
Leaps to blossom in a burst.  
Slowly—slowly—at the first.  
That's the way!  
Just a little every day.

Just a little every day,  
That's the way!  
Children learn to read and write,  
Bit by bit, and mite by mite.  
Never anyone, I say,  
Leaps to knowledge and its power.  
Slowly—slowly—hour by hour.  
That's the way!  
Just a little every day. —*St. Nicholas.*

## IN THE SCHOOL-ROOM.

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### SAVING HER BOYS.

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"I think when a boy has become an habitual loafer he is then ready for something worse, and I was greatly worried to find my boys come slipping in very quietly about the time the stores closed for the night, so I just resolved to try and make a pleasanter place to spend the evening than the aforesaid stores.

"Our best room had hitherto been kept sacred to the use of visitors, and for Sabbath; but, after thinking the matter over very seriously, I started the fire, arranged everything nicely as though I were looking for company, and then just let the boys have it. So far the plan has been a great success, for, although I never said a word to them about it, they took right up with it, and now spend their evenings at home reading and playing (for they are all three musical), and besides being better for the boys it is better for us.

"Now, sisters, just between ourselves, of course they'll spoil the carpet, and it's a pretty carpet, too, and I have been so careful of it. But I mean, through God's help, to have my boys grow up to become good men, and if it's going to take a pretty room and pretty carpets to help do it, why I am very glad to have them, that's all."

[Do not let your boy, if under eighteen years of age, habitually leave home at night, no matter what may be the occasion. The Young Men's Christian Association has, in many instances, been an injury to young men by drawing them away from home at night for the purpose of attending various meetings and committees. Keep your boys at home at night.—EDITOR.]



## BOYHOOD'S DELIGHTS.

FOR RECITATION.

I'd like to be a boy again without a woe or care, with freckles scattered on my face and hayseed in my hair. I'd like to rise at 4 o'clock and do a hundred chores, and saw the wood and feed the hogs and lock the stable doors; and herd the hens and watch the bees and take the mules to drink, and teach the turkeys how to swim, so that they wouldn't sink; and milk about a hundred cows and bring the wood to burn, and stand out in the sun all day and churn and churn and churn; and wear my brother's cast-off clothes and walk four miles to school, and get a licking every day for breaking some old rule, and then get home again at night and do the chores once more, and milk the cows and feed the hogs and curry mules galore, and then crawl wearily up stairs to seek my little bed, and hear dad say, "That worthless boy! He isn't worth his bread!" I'd like to be a boy again—a boy has so much fun. His life is just a round of mirth from rise to set of sun. I guess there's nothing pleasanter than closing stable doors, and herding hens and chasing bees and doing evening chores.—*Washington News.*

The Irish mile is 2,240 yards; the Swiss mile is 9,156 yards; the Italian mile is 1,766 yards; the Scotch mile is 1,984 yards; the German mile is 8,106 yards; the Arabian mile is 2,143 yards; the Turkish mile is 1,826 yards; the Flemish mile is 6,896 yards; the Vienna post mile is 8,296 yards; the Roman mile is 1,628 or 2,502 yards; the Werst mile is 1,167 or 1,387 yards; the Dutch and Prussian mile is 6,480 yards; the Swedish and Danish mile is 7,351.5 yards; the English and American mile is 1,760 yards.

## THE COLUMBIAN SERIES OF STAMPS.

*One-Cent*—"Columbus in Sight of Land," after the painting by Wm. H. Howell. On the left is an Indian woman with her child, and on the right an Indian man with head-dress and feathers. The figures are in sitting posture. Color, antwerp blue.

*Two-Cent*—"Landing of Columbus," after the painting by Vanderlyn in the rotunda of the Capitol at Washington. Color, purple maroon.

*Three-Cent*—"Flagship of Columbus," the Santa Maria, in mid-ocean, from a Spanish engraving. Color, medium shade of green.

*Four-Cent*—"Fleet of Columbus," the three caravals, Santa Maria, Pinta and Nina, in mid-ocean, from a Spanish engraving. Color, ultramarine blue.

*Five-Cent*—"Columbus Soliciting Aid from Isabella," after the painting by Brozik in the Metropolitan Museum of Art. Color, chocolate brown.

*Six-Cent*—"Columbus Welcomed at Barcelona," from one of the panels of the bronze doors in the Capitol at Washington, by Randolph Rodgers. On each side is a niche, in one of which is a statue of Ferdinand, and in the other a statue of Bobadilla. Color, royal purple.

*Ten-Cent*—"Columbus Presenting Natives," after the painting by Luigi Gregori at the University of Notre Dame, South Bend, Ind. Color, vandyke brown.

*Fifteen-Cent*—"Columbus Announcing His Discovery," after the painting by R. Balaea, now in Madrid. Color, dark green.

*Thirty-Cent*—"Columbus at La Rabidd," after the painting by R. Maso. Color, sienna brown.

*Fifty-Cent*—"Recall of Columbus," after the painting by A. G. Heaton, now in the Capitol at Washington. Color, carbon blue.



*One-Dollar*—"Isabella Pledging Her Jewels," after the painting by Munoz Degrin, now in Madrid. Color, rose salmon.

*Two-Dollar*—"Columbus in Chains," after the painting by Lentze, now in Providence, R. I. Color, toned mineral red.

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## THE WONDERS OF OUR LANGUAGE.

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The construction of the American language must appear most formidable to a foreigner. One of them, looking at a picture of a number of vessels, said, "See that flock of ships." He was told that a "flock" of ships was called a "fleet," and that a "fleet" of sheep was called a "flock."

And we will add, for his guidance in mastering the intricacies of our language, that "a flock of girls" is called a "bevy," that a bevy of wolves is called a "pack," and a pack of thieves is called a "gang," and a gang of angels is called a "host," and a host of porpoises is called a "shoal," and a shoal of buffaloes is called a "herd," and a herd of children is called a "troop," and a troop of partridges is called a "covey," and a covey of beauties is called a "galaxy," and a galaxy of ruffians is called a "horde," and a horde of rubbish is called a "heap," and a heap of oxen is called a "drove," and a drove of blackguards is called a "mob," and a mob of whales is called a "school," and a school of worshipers is called a "congregation," and a congregation of engineers is called a "corps," and a corps of robbers is called a "band," and a band of locusts is called a "swarm," and a swarm of people is called a "crowd," and a crowd of puppies is called a "litter," and a litter of chickens is called a "brood," and a brood of fish is called a "school," and a school of biscuits is called a "batch."



### NERVE-JARRING JOCLARITIES.

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There is nothing in the world which produces the sense of mental nausea more completely, or is more certain to turn the intellectual stomach, than the use of certain jocularities of speech with which many people think fit to adorn their conversation.

The people who seem to find it impossible to speak of an unmarried man except as a "gay bachelor," with whom the sea is always "the briny," or the "herring pond," and a horse "a fiery steed," who eternally talk about "Sunday-go-to-meeting" clothes, and who have such phrases as "no extra charge," "agitate the tintinnabulator," "the noxious weed," "the pipe of peace," "forty winks," "braving the elements," etc., forever on their lips, are capable of producing a sense of disgust in those who care to see language kept bright and clean which is absolutely intolerable.

It is difficult to say whether these cant phrases—that is a perfectly proper description of them—are more odious when used consciously or unconsciously, that is, by people who believe them to be funny, and intend that their hearers should consider them funny, or by those who have merely caught them up and repeat them like parrots and without any intention, good or bad.

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### BUSINESS HABITS.

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"Girls should be taught business habits from early years. Whether a woman is poor or rich, it behooves her to acquire methodical business habits, keeping her little accounts accurately, and knowing, to a cent, just what she

does with her money, whether she has ten cents or ten dollars to expend on her own little personal wants," says the *Baltimore Herald*.

"An allowance is the first step toward this end, if at the same time it is impressed upon her that every sum spent should be set down with unfailing regularity. In black and white one notes how much more easily the money can be spent, how quickly it goes, and just what foolish little nothings have lured it from our pockets. Without setting down each item, it is ten chances to one that you will conclude you must have lost some money when you cannot see how that ten-dollar bill went when you only bought such a very few things. The neat little figures are a genuine restraint, besides instilling a habit and system that will be of great value if ever fortune smiles and a great estate comes to your hands, and still greater if economy is a necessity, and the dollar has to be forced into doing duty for two.

"Unless the accounts are kept accurately, and the cash made to balance every evening, you had better not attempt any bookkeeping at all, for slipshod methods are worse than none, and only confuse everything rather than help matters. If anything is worth doing at all it is worth doing well, and there is nothing so productive of future good as the habit of looking carefully out for the pennies when school-days are the only trials, and the allowance of fifty cents a week goes for candy and pickles. If this plan is once established in childhood, the girl will grow to womanhood with a clear knowledge of where her money goes, and what she has to show for it."

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GIVE EVERY possible encouragement to the "dull pupils" in your school, for they sometimes make the best men and women.



## DON'T BE A "NARROW-GAUGE TEACHER."

"She won't suit you, she is a narrow-gauge teacher." These words were spoken by one principal to another, who had inquired about a certain teacher. The remark seemed to satisfy the inquirer; he evidently wanted a broad-gauge teacher.

The question was asked, "What constitutes a *narrow-gauge* teacher?" The reply was, "I call a narrow-gauge teacher one who has fixed on a little routinism as comprising her school-room work; she follows that day after day, until going to school is a task for the pupil. She looks at the pupils as the wine seller does his empty bottles—they are to be filled; she fills them with geography, spelling, etc., and keeps them as still as she can. That is her idea of keeping school.

She is in the work because it is the most genteel kind of work, but she hates it heartily. She doesn't try to get into and around it and comprehend it; she doesn't take an educational paper; she doesn't own an educational book; she never heard of Pestalozzi or Fröbel. If she has she does not know of a single discovery either made. She does not study childhood; she considers a boy a nuisance unless he sits as still as one of the gods of the heathen. She — "Never mind; I think I have seen her." — *Teachers' Institute.*

IN USING "The North Carolina Practical Spelling-Book" drill your pupils often in dictation exercises, which will familiarize them with all the local words in North Carolina genealogy, geography, history and resources. This is a most valuable feature of the book and the information cannot be obtained elsewhere.



# North Carolina Teachers' Assembly.

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ORGANIZATION 1892-'93.

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JOHN J. BLAIR (Superintendent Winston Graded Schools), President.  
EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas.  
MISS GERTRUDE JENKINS (Wilmington), Stenographic Secretary.  
MISS MATTIE WHITAKER (LaGrange), Director of Music.  
MISS MAMIE ROBBINS (Raleigh), Director of Music.  
EDWARD E. BRITTON (Roxboro), Chairman Teachers' Bureau.

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## EXECUTIVE COMMITTEE :

JOHN J. BLAIR, <i>ex officio</i> , Chairman,	Winston.
EUGENE G. HARRELL, <i>ex officio</i> , Secretary,	Raleigh.
C. B. DENSON (Raleigh Male Academy)	Raleigh.
J. Y. JOYNER (Superintendent Graded Schools),	Goldsboro.
WASHINGTON CATLETT (Principal of Academy)	Wilmington.
CHAS. D. MCIVER (Pres't Normal and Industrial School),	Greensboro.
J. T. ALDERMAN (Superintendent Graded Schools),	Reidsville.
JAMES DINWIDDIE (President Peace Institute),	Raleigh.
T. J. DREWRY (Horner School),	Oxford,

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## TENTH ANNUAL SESSION :

ASSEMBLY BUILDING, Morehead City, N. C., June 20 to July 4, 1893.

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ARE YOU preparing to make an exhibit of your school work at the Assembly this summer?

COLONEL ALFRED M. WADDELL, of Wilmington, North Carolina's favorite and distinguished orator, will deliver the opening address at the Assembly in June.

MISSSES WHITAKER AND ROBBINS, who will have entire charge of all the musical exercises of the session, are ladies of rare musical talent and culture, and we may expect several specially enjoyable entertainments in the evenings. Don't let anything keep you away from the Assembly this summer.

MR. A. COHN, of New Bern, dealer in pianos and organs, has again kindly agreed to supply the Assembly for use at this session with a very fine grand piano and a first-class organ. The Assembly remembers with pleasure the elegant instruments furnished by Mr. Cohn last summer, and his renewed kindness is greatly appreciated.

EVERY MAIL brings letters from teachers and our friends of education, expressing their intention to be present at Morehead City with the Assembly, and the general outlook is for a very pleasant and successful session. Mr. Perry, the well known proprietor of the Atlantic Hotel, guarantees to reserve comfortable room accommodations for all who will give him due notice.

YOU WILL enjoy the work of Miss Corinne Harrison at the Assembly on the subject of Physical Training. There is a widespread interest among educators in the proper and graceful development of the bodies of our children, and the "Swedish system" of physical culture as is taught by Miss Harrison is regarded by the entire profession as the simplest and most valuable for the large majority of our schools.

ARRANGEMENTS are about completed by which the Assembly will enjoy the rare privilege of a week with Dr. Leo Wheat, one of the most famous musicians of this age. "Leo Wheat" is a North Carolinian, and by his very rare musical gift and cultivation he has thrilled with delight the largest audiences of the two hemispheres. Dr. Wheat will arrange one of his famous concerts during the Assembly, and that entertainment alone will be worth a trip to Morehead City.

THE SECRETARY has already received the names of several young ladies who will enter the Music and Recitation contests at the coming session of the Assembly. This feature of the Assembly work will be more valuable and interesting than ever before, and it is admitted by all that



these contests have done more to increase the interest in these departments of education than any other influence in our State. It is an honor to any school that has a pupil to enter the contest, even though its representative may not be the winner, as the very fact of entering shows the rare talent and training of a pupil.

It is well known in North Carolina that the most successful teachers in the State are those who attend the sessions of the Teachers' Assembly. At this great annual gathering of the "brotherhood" each teacher imbibes a new life and inspiration which is seen and felt for good throughout the schools under their charge. Among the many requests for assistant teachers and for principals of schools which come to THE TEACHER one of the principal inquiries is: "Is the applicant a regular attendant upon the meetings of the Teachers' Assembly?" It is well known that those teachers who attend the State meetings are the most successful and ambitious, as it is impossible to meet so many of the brotherhood without imbibing something of the general inspiration of the gathering.

AT LAST the contract has been signed with Messrs. A. H. Andrews & Co. for seating the Assembly Hall with their elegant and comfortable folding assembly settees, and they will be ready and in place for use at the coming session in June. We know that this information will delight every member of the Assembly because the pleasures and comforts of the session will be greatly increased by the use of these handsome seats. Besides, the beauty of our hall will be greatly enhanced by the new seating plan. Messrs. Andrews & Co., through their State agent, Mr. J. E. Reilley, have been very liberal with the Assembly as to prices and terms. No other State association of teachers in the Union is so successful as the North Carolina Teachers' Assembly, or provided with such a beautiful and comfortable permanent home as we own and enjoy.



# EDITORIAL.

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"Carolina! Carolina! Heaven's blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her."

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## WHO ARE "FEEDERS" TO THE COLLEGES?

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In looking over a late copy of the *University Magazine* the following interesting information was obtained: Number of new students entering the University in 1892, 130; number from public graded schools, 10; number from private schools, 120. It has been stated by some reckless speakers that the public schools are doing about nine-tenths of the education of our people, but the facts show that the private schools furnish eleven-twelfths of the students at the University! The record is about the same at all the male and female colleges in the State. Every thinking person will, therefore, realize that the State cannot afford to do anything that will injure the private schools. The public schools have their proper and valuable place in our school system, and they must be well maintained, but it is not at all necessary that this should be done at the expense of the private schools. Of the ten students sent to the University by graded schools, three were from Goldsboro, two from Winston, one each from New Bern, Charlotte, Asheville, Greensboro and Statesville. The graded schools at Raleigh do not attempt to prepare for college, as their course is limited by law to only seven grades.

THE WORLD'S FAIR will be the greatest educator of this century, and no teacher can afford to be without this education, however great may be the sacrifice to be made in order to visit the Exposition. The trip will open up to view both new and old worlds under the dazzling light of civilization.

THE BUREAU OF EDUCATION of the United States has appointed the editor of THE TEACHER one of the Honorary Vice-Presidents of the World's Educational Congress, which is to assemble in Chicago July 25-29, 1893. This appointment comes to us at the hands of Hon. W. T. Harris, LL. D., United States Commissioner of Education, and we fully appreciate the very great honor which it confers upon us.

HON. JOHN C. SCARBOROUGH, our new State Superintendent of Public Instruction, is getting the business of his office into good shape for a most successful and satisfactory administration. The teachers and friends of our public schools are greatly pleased to have so able and patriotic a North Carolinian at the head of the educational interests of the State, and it is believed that the present term of four years will be the most progressive and successful of any period within the educational history of North Carolina.

IT IS well understood in North Carolina that the pages of THE TEACHER are freely open to any person who may differ from the editor or any contributor in the views herein expressed. We are glad to faithfully present all sides of every educational question. THE TEACHER claims to be the medium of communication between all members of the profession in North Carolina. When no contrary opinion is expressed we presume that the views as set forth in THE TEACHER accurately represent the sentiment of our people, and thus public opinion is directed.



IT is a lucky teacher who visits the World's Fair with all arrangements made in regard to room and meals, for all others will have to pay from three to five dollars a day for a place to sleep, and even then with great difficulty. THE TEACHER'S party will be saved all this annoyance and expense, as every arrangement will have been made long in advance for each member of the company. You will have nothing to do except take possession of your comfortable quarters, and make yourself at home.

THE EDITORIAL in March number of THE TEACHER in regard to Commencement music has put some of the leading teachers to thinking along this line. Two prominent teachers have already informed us that they have instructed their music teachers to leave off at least half of the foreign music from the Commencement programmes this session and use American compositions instead. It is our intention to be present at those two Commencement concerts, and we will try to give our readers a report of the unusual success and enjoyment of the occasions.

THE APPOINTMENT of Dr. Eben Alexander, professor of Greek in our University, as Minister to Greece, is one of the highest honors that President Cleveland could have conferred upon North Carolina and her splendid University. The President stated that the appointment was a "tribute to profound classical learning instead of any political reward." Dr. Alexander will honor classical Athens and the elegant court of King George, and also reflect the highest possible credit upon the great American government which he represents, and upon his return, four years hence he will again assume the Chair of Greek in the University. His sojourn in Greece will prove very valuable to him in his future professional work with the students at the University. This appointment by the President places the University of North Carolina in the lead of all the higher educational institutions of the South.



IN THIS number of THE TEACHER we give our readers a partial review of the remarkable "Report" of the Normal and Industrial School, which was made to the State by the president and secretary of the board of directors, and by President McIver, of the institution. There are many strange things in regard to the management of that public institution which cause the people of North Carolina to do a great deal of thinking, and to ask, "Why?" One of the most interesting questions at present is, "Why was the faithful and efficient director, Mr. J. A. McAllister, removed from the board a year before the expiration of his term to make a place for Major S. M. Finger?"

AT A regular meeting of the State Board of Education, held on April 4, "The North Carolina Practical Spelling-Book" and "Williams' Reader for Beginners" were adopted for use in all the public schools of North Carolina, and the books were added to the "State List of Public School Books." North Carolina is fortunate in having her public educational interests entrusted to her sons who fully appreciate the efforts made by her most efficient educators in preparing meritorious text-books for our schools. The plan of the North Carolina Spelling-Book is so original and excellent that other Southern States are preparing books for their schools upon the same idea. This is a very high compliment to our North Carolina book.

WE SINCERELY thank you, our friends throughout North Carolina, for your kind letters approving our position in regard to the work that should be done by the State Normal and Industrial School. We felt quite sure that our views upon the matter were correct, but we did not even anticipate such overwhelming approval as we have received. And the most gratifying feature of this generous endorsement of our position is that it comes as liberally from the public as from school teachers. It is quite evident that the Normal and Industrial School must do the work that it was

appointed by the State to do—that is, train the young women for *teaching or practical life*—or else it will be discontinued by the next General Assembly. If the president of the institution cannot realize this perhaps a competent man can be easily found who will do the work that the State intended should be done for North Carolina girls.

THE FOURTH meeting of the Southern Educational Association will probably be held at Louisville, Ky., July 11-13. We hope that there will be a good attendance at the coming session from every part of the South. Louisville is a charming city to visit, and it is just “on the way” for most of the Southern teachers in going to the World’s Fair. The Teachers’ Assembly will appoint delegates to the Southern meeting, and it is hoped that in addition to the regular delegates several of our teachers will attend from the State at large. North Carolina organized the Southern Educational Association and the State is in heartiest sympathy with its mission and its work, and our people are in favor of everything that will add to its strength and influence. The Association is doing a great deal of good in the South, and it has been speaking in thunder tones as to books which are proper for Southern schools, and much good has already been accomplished in this direction.

WE PUBLISH with pleasure a letter from a mother in reply to Professor Holt on the subject of intercollegiate match games of ball. No comments are necessary, as the letter speaks for itself, and we feel quite sure that it represents the sentiments held by a very large majority of the parents of college boys throughout this country. We have in hand another very interesting letter on the subject from a mother, but it is so personal to a particular institution of learning, in regard to the evil effects of some of its match games of ball, that we think it best not to publish the communication at present. It is evident, beyond the shadow of a



doubt, that most of the parents of the boys in our colleges widely differ from some of the college presidents in their opinions regarding the peripatetic ball teams in colleges, and the results of match games. A short while ago a father wrote to the president of a college to ascertain the lowest price for which the institution would "teach his son a thorough knowledge and skill in base-ball, foot-ball and rowing," adding in a postscript, "and if the boy has any spare time from his athletics please teach him a little grammar, arithmetic and spelling."

DR. GEORGE T. WINSTON, president of the University, has written for the *News and Observer* an excellent article encouraging match games of foot-ball and base-ball among the colleges. We fully agree with Dr. Winston as to athletics in colleges, but emphatically disagree with him as to intercollegiate match games, and give our principal objection by quoting from the *New York School Journal*, of March 11:

"The 'athletic craze' in the colleges is bearing the fruit that might be expected. The exhaustion that is produced by the over-exertion causes a desire for stimulants, and so the use of beer and whisky has become common in colleges where the 'craze' has made headway. The students of Yale College now divide the year into four terms—*foot-ball* term, *base-ball* term, *training* term and *bock-beer* term. It need not be said that all this means degeneracy. When the uppermost has got to be lowermost and the lowermost is on top, then look out."

If we are to prophesy from the present editorial columns of some college magazines, which now seem to have malignant cases of the "athletic craze," the North Carolina college year in some of our institutions will soon be divided into the same four terms as at Yale.

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## ABOUT OUR TEACHERS AND SCHOOLS.

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DR. W. J. MARTIN, JR., (Davidson College) is the assistant in the chemical laboratory of the University of Virginia, and is also pursuing a Ph. D. course in chemistry and mineralogy.



MR. O. J. PATTERSON (Wake Forest College) is principal of the High School at Burgaw.

MISS SUDIE GAY, of Wilson, is teaching French and Music in Lumber Bridge High School.

MISS IDA BARNES (Wilson Collegiate Institute) is teaching in the Wilmington Graded Schools.

MR. J. P. ROGERS is principal of Belwood Institute, and is assisted by Miss Mittie Cranford and Mrs. L. J. Hoyle.

MISS FANNIE MOORE (Wilson Collegiate Institute) has an interesting private school near Sparta in Edgecombe County.

MESSRS. J. G. MILLS and Z. B. Sanders (Wake Forest College) are principals of a flourishing High School at Wavesboro, Ga.

MR. R. H. MITCHELL (University N. C.) has been elected Assistant Instructor in Chemistry and Physics in the Agricultural and Mechanical College at Raleigh.

MR. J. J. SCARBOROUGH, of North Carolina, is principal of a flourishing school for boys—"Wahpanucka Institute"—at Viola, Indian Territory. His assistant teacher is Miss Annie Chummettee, an Indian maiden.

MR. W. C. FEIMSTER is principal of Iredell High School having been in charge since 1890. He is assisted by Mr. H. T. Burne, and they have built up a prosperous school of which the people of Iredell County may well be proud.

DR. EBEN ALEXANDER, Professor of Greek at our University, has been appointed by President Cleveland, Minister to Greece. We are proud of this honor that is conferred upon our friend, but regret exceedingly to have him leave North Carolina.

PEACE INSTITUTE has resumed the publication of *Voices of Peace*, the monthly journal of the institution, and it is most charmingly edited by Misses Annie E. Rankin, Bessie Wharey, Pattie Morris and Ella McNeill, and we wish the young ladies every possible success in their editorial work.

PROF. W. A. WITHERS (Davidson College) was recently tendered the chair of Chemistry in Central University, Ky. He has declined, however, and will remain in Raleigh. In addition to his work as Professor of Chemistry in the Agricultural and Mechanical College, he is conducting the work in Chemistry in Peace Institute.

THE STUDENTS of Wilson Collegiate Institute are publishing a neat and excellent little monthly journal entitled *The Collegian*. Miss Fannie T. Daniel is editor, and the various special departments are managed by Misses Maggie Hadley, Sue Blount, Sadie Wells, Ruth Clark, Bessie Wilson, Sallie Porter and Oraleine Moore. Here's our hand, young ladies, with best wishes for your success. Your work is a credit both to yourselves and to the Institute.

DR. B. F. DIXON has resigned the presidency of Greensboro Female College, and will resume the practice of medicine at Shelby. Rev. Frank L. Reid, D. D., editor of *The Christian Advocate*, of Raleigh, has been unanimously elected president of the college, and he will assume the duties immediately after Commencement. Dr. Reid adds very rare executive ability to his high Christian character and literary culture, and the college will be eminently successful under his administration.

WE do not know of any other institution throughout the entire South that is doing so much good work for the Negroes as is being done by Shaw University, of Raleigh. Rev. H. M. Tupper, D. D., has been president and manager of the school since it was founded, and many thousand of its pupils are now doing credit to the institution and to his training in the school-room and other honorable positions. The graduations from the Law and Medical departments on March 29, 30 were as creditable as are those from any other institution in this country. Addresses were made on the occasion by Judges Shepherd and MacRae, of our Supreme Court.

AN INTERCOLLEGIATE match game of base-ball was played in Raleigh on April 12 between the teams from the University of Vermont and the University of North Carolina. It was a fine game and was most skilfully played by both teams. During the game there was an unusual amount of gambling by college boys and the public generally as is customary on such occasions, and three young men of Raleigh and one Wake Forest student were very drunk and noisy. Thus the truth of the views held by THE TEACHER as to the evils of intercollegiate athletics were fully sustained. The conduct on the part of the members of each team, however, was in every way gentlemanly and courteous.

THE RECENT General Assembly authorized the town of Fayetteville to submit the question of sustaining the graded schools by taxation to the citizens of the community. The election was held April 12, resulting in the defeat of the proposition by a vote of 425 to 193. The *Wilmington Star* in commenting upon the result says: "Considerable interest was manifested by both sides, but the Negroes voted in almost solid phalanx against it, and the majority of the non-taxpayers of the town did likewise, while the vote of the property owners and the more intelligent classes of the community was about equally divided. The matter has been discussed some, but not to that extent to enlighten the populace as to the great benefit to be derived from the system to all classes; and the great majority through blind ignorance voted to prevent any further taxation of the community. And it was astonishing to see poor men, who have not a dollar of real estate, and yet have five or six children, go to the polls and vote "No school," when the total amount they would be required to pay under the system proposed would have been fifty cents a year (on the poll) for the education of their whole families! The



Negroes opposed it on the ground that their education was not dependent on the fund thus raised—that their school fund was ample, being derived from the State educational fund, from Northern appropriations, and that they did not propose to pay fifty cents per capita on the poll for the education of the white race. The result of the election practically kills the graded school of this community.”

ONE OF THE most appalling disasters befell the pupils of Saint Mary's School on the occasion of their Easter picnic, April 4. While the girls were enjoying a ride on the switchback in the Exposition grounds near Raleigh a collision occurred between two of the cars, and ten of the girls were seriously injured. Those most severely hurt were, Miss Mabel Green, compound fracture of a leg and collar bone broken; Florence Boylan, head and face badly cut; Helen Smedes, double fracture of leg; Mary Smedes, badly bruised; Annie Root, leg broken; Bessie Patterson, ankle severely sprained; Annie Gregg, several severe bruises; Adelle Martiniere, badly bruised; Sadie Johnson, bruised and wrist sprained; Miss Clench, teacher, bruised; Addie Snow, severely bruised. There were on the cars twelve other children who entirely escaped injury. There has never before been seen in North Carolina such deep and tender expressions of sympathy as have been extended to Dr. Bennett Smedes in this dire calamity, and the exceedingly lovable nature of this true Christian teacher has been most truly exhibited in his devotion and earnest solicitude for the girls who have been confidently placed under his care.

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### AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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A WELL TRAINED VOICE.—First Passenger (after a western stage robbery)—“I never heard anything so imperative as that highwayman's voice when he commanded the driver to stop.” Little Boy—“I guess he used to be a schoolmaster.”

“NOW CHILDREN,” said Miss Mamie Green, of Wake County, to her class one day, “when two vowels are united in a word what are they called?” “A diphthong!” promptly responded all the class. “Very good!” said the teacher. “And when three vowels are united in a word what are they called?” There was profound silence until a little boy proudly exclaimed “I know, Miss Mamie!” “Well, Henry, tell us what they are called.” And Henry shouted his reply in a manner fully conscious of his superior knowledge—“A tom thumb!”



# THE NORTH CAROLINA TEACHER.

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VOL. X.

RALEIGH, MAY, 1893.

No. 9.

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EUGENE G. HARRELL,

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Editor.

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## A GRADUATING ESSAY.

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BY H. C. DODGE.

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Dear friends! My essay is to-night  
On Woman's Future Sphere—  
(I wonder how I look in white:  
My sash feels rather queer).

Of late years only women threw  
Her shackles off and rose—  
(Oh, dear! I never had a shoe  
So pinch and hurt my toes).

No longer slave to selfish man,  
She will new heights explore—  
(Suppose they recognize my fan  
I borrowed from next door).

Her brain, once dulled, is active now;  
Her tongue, once stilled, can speak—  
(Before the glass I learned my bow,  
It took me just one week).

Armed with her knowledge and its strength  
She will the world o'ercome—  
(My gloves have quite a stylish length.  
One's bursted on the thumb).

Man will, yea, must acknowledge that  
 We women lead in all—  
 (I'm thinking if a bigger hat  
 Will be the thing next fall).

Dear friends, adieu! Our future sphere  
 I know will be immense—  
 (Just look at my boquet—I fear  
 Pa'll growl at the expense).

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## THE COLLEGE ASSOCIATION OF NORTH CAROLINA.

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### ORGANIZATION FOR 1892-'93.

President.....CHARLES E. TAYLOR, LL. D.....Wake Forest College.  
 First Vice-President....JOHN F. CROWELL, LL. D.....Trinity College.  
 Sec. Vice-President....J. B. SHEARER, LL. D.....Davidson College  
 Third Vice-President...L. LYNDON HOBBS, A. M.....Guilford College.  
 Secretary.....W. A. WITHERS, A. M.....College of Agr. and Mech. Arts.

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### PROCEEDINGS OF THE SECOND ANNUAL SESSION, HELD AT RALEIGH FEBRUARY 24 AND 25, 1893.

The Association was called to order in the Masonic Hall at 3 o'clock Friday afternoon by the President.

The following were found present:

*Davidson College*.—President J. B. Shearer, Prof. W. S. Currell.

*Elon College*.—President W. S. Long, Prof. Herbert Scholz.

*Girls' Normal and Industrial School*.—President Charles D. McIver, Prof. E. A. Alderman.

*Greensboro Female College*.—Prof. Dred Peacock.

*Guilford College*.—President L. L. Hobbs.

*Littleton Female College*.—President J. M. Rhodes.

*North Carolina College of Agriculture and Mechanic Arts*.—President Alexander Q. Holladay, Professors W. F.

Massey, W. A. Withers, D. H. Hill, B. Irby, W. C. Riddick, R. E. L. Yates, H. L. Miller, F. E. Emery, C. M. Pritchett, C. B. Park.

*Oxford Female Seminary*.—President F. P. Hobgood.

*Peace Institute*.—President James Dinwiddie, Prof. K. Schneider.

*Saint Mary's School*.—President B. Smedes.

*Trinity College*.—President John F. Crowell, Professors J. M. Bandy J. M. Steadman, L. W. Crawford, W. H. Pegram, J. L. Armstrong, S. B. Weeks, Robert L. Flowers.

*University of North Carolina*.—President George T. Winston, Professors E. Alexander, J. A. Holmes and Henry Jerome Stockard.

*Wake Forest College*.—President Charles E. Taylor, Professors John F. Lanneau W. L. Poteat, B. F. Sledd, C. E. Brewer, J. B. Carlyle.

J. C. Scarborough, Superintendent of Public Instruction; Major S. M. Finger, ex-Superintendent of Public Instruction; Colonel E. G. Harrell, NORTH CAROLINA TEACHER; Professors W. Catlett, H. Morson, C. B. Denson, W. H. Holt, J. B. Burwell, W. S. Morrison; Superintendents E. P. Moses, J. Y. Joyner, L. D. Howell, Capt. W. B. Kendrick, Rev. Dr. Cobb, Rev. Dr. L. Branson, Rev. J. J. Barker, Rev. J. N. Cole, Captain S. A. Ashe, Hon. J. R. Jernigan, Dr. H. B. Battle, George C. Heck, B. S. Jerman, W. C. Stronach, E. C. Smith, E. McK. Goodwin, R. T. Gray, Joseph G. Brown, F. B. Dancy, W. E. Ashley, B. W. Kilgore, R. E. Noble, A. W. Haywood, and others.

Colonel Alexander Q. Holladay, President of the North Carolina College of Agriculture and Mechanic Arts, delivered the address of welcome:

*Mr. President, and Gentlemen of the Association of Colleges.*

I greet you here to-day with unfeigned pleasure. It is not only a pleasant, but a good and profitable thing for the teachers of our State to meet together as often as possible, and strengthen the ties that should



unite men in our noble calling. We gather here not exactly "Parthians, Medes, Elamites and from the parts beyond Messopotamia and Cappadocia, from Pontus and Asia," but from distant parts of our great State, each of us, more or less, worn with the monotonous routine which is the dangerous dry-rot of our profession; we drop cares for a season, put on our best faces and gladly yield ourselves to the charm of genial association with friends too seldom seen. Of all men, teachers should cultivate association with their fellows to counteract the drift toward isolation and narrowness, and because such association as this combines the result of general improvement in work with mental rest and recreation, and we need not take our recreation quite so solemnly as Oliver Wendell Holmes, otherwise delightful Professor at the Breakfast Table.

Learning, in its broadest sense, knows no sect nor doctrine, and no pent up Utica bounds her territory—this rather a glorious and free republic, a neutral ground where all creeds meet, standing shoulder to shoulder, fighting no other foe but darkness and ignorance, and fighting only with the weapons of truth to win the great battle of human progress. When we reflect how hard and stubborn that battle is, we may be pardoned if we believe and affirm that our calling is a consecrated and noble one. But while in these occasional gatherings we should give due weight to the gravity of our work as torch-bearers in the procession of a passing generation, we should also bear in mind that we can do much to perpetuate the best traditions of social sympathy with all the incidental features that belong to a wholesome and chivalrous life. The Greek column that supports a great temple is not the less strong and solid because it is adorned with the graces and ornaments of cultured art. If we cultivate and enjoy in these re-unions a high and considerate regard for each other, shall not our students imbibe a larger share of that magnanimity and generosity that we hope will ever characterize the youth of Carolina?

If we keep fresh in all our intercourse the inspiration of the great traditions of our past—and no commonwealth is richer in noble memories than our own, for her history has always illustrated the high sentiment of the motto lately selected for her by a patriotic and able Legislature, "To be, not to seem"—shall not the young whose lives nearly touch our own, develop thereby a nobler womanhood and manhood to bless future generations?

Gentlemen of Elon and Guilford, of Trinity and Wake Forest, of Davidson, of Rutherford, of the Normal and Industrial School, of our State University, friends from so many institutions that are faithfully working to lift up the banner of education and carry it "full high advanced" into every corner of our State, we throw wide open the doors of our hearts to-day, and wishing every good thing possible for this Association, in the name of the colleges and schools of our city, I bid you a cordial welcome.

Dr. W. S. Long, of Elon College, in behalf of the College Association, delivered the address of response:

*Gentlemen.*—Truly the light of a better day is dawning on the Old North State.

When we meet on occasions like this and behold an assemblage of this character, my mind loves to dwell upon the future of our State and upon the true nobility of the teachers' profession.

We have gathered from the various colleges of the State to consider matters of common interest, and to catch new inspiration for our work.

The college has come up out of the deeps of history. It has had its origin in the largest purposes of man, as quickened by the Spirit of God. It is one of the great sustaining institutions of human society. It ranks with the family, the church, the State, and is the topmost of them all. The family is at the bottom, the college is on the top; the family is the foundation, the college is the capital of the social pillar. The family is the starting point, the college the culmination of the educating force by which society is developed into the most complete state of humanity.

The family, the church, the State were, indeed, before the college; but they could not come into their logical and full unfolding nor maintain themselves in abiding history without the college. For, though distinct from each other, they are not separate. Like the yew trees "four" in Wordsworth's poem, "fraternal" and "inveterately convolved" they hold in common keeping not only the things of "time, the shadow," but of eternity, the substance. The college is needful to each. The college is required at our hands. To keep steadfastly in view its lofty aim, to work in obedience to its original intent, concerns us all deeply, and our faces are turned full towards its great and fair idea.

As teachers, it is not our prerogative to wield the power of merchandise or the dominion of fleets and armies, of steam or electricity, but in quiet lecture-rooms, unknown by the world and unnoticed by the public, mind and soul are at work upon mind and soul. Silently, patiently, hopefully, as the sunlight and the moisture silently but powerfully call forth from the earth its mighty forests, luscious fruits and fragrant flowers, so the teacher pours the light of knowledge upon the rich soil of youth, and, planting there the seeds of a noble ambition, fills the church and the State with workers and thinkers, with scholars and statesmen, with heroes and martyrs. Others may build palaces and storehouses, railroads and factories—the teacher is a builder of men. Others may test the strength of iron, the purity of gold, or gather great riches by a skillful manipulation of the market—the teacher is working out the possibilities of mankind. He is rolling away the stone of ignorance and calling into life a Franklin or a Newton, a Lee or a Washington.

In behalf of the College Association of North Carolina, I accept the cordial welcome you have extended to us so pleasantly and so elo-



quently, and assure you that for you personally and those whom you represent, we will ever cherish a fond recollection of this generous hospitality. We shall all love our City of Oaks and her people, our State and her institutions, more dearly, and seek to promote their greatness and glory.

Dr. Charles E. Taylor, President of Wake Forest College, delivered the \*President's annual address:

*Gentlemen of the College Association.*

I cannot deny myself the pleasure of congratulating you that under such favoring circumstances and hopeful auspices we gather in our second annual meeting. Already has our Association been fruitful in good results. The interchange of opinions, the discussion of educational questions and the gaining of new points of view have been helpful and stimulating to many of us, and better acquaintanceship has bound together in closer fellowship those who are engaged in a common work. Its larger and better work is yet to come. Its stimulating and fertilizing influence will be more strongly felt, not only in our lecture-rooms and laboratories, but in the academies and graded schools; yea, even by the boys and girls in the common schools of North Carolina.

It is because I have believed that there are possibilities of usefulness in this last mentioned direction, that I have chosen as a theme for brief discussion "The Obligations of College Men with Reference to Primary Education."

We are ready enough to admit the counter obligation and to recognize the duty of the lower schools to the colleges, but I am not so sure that we college men either see or do our whole duty in creating and fostering those schools—private and public—which lay the foundation stones upon which we all have to build. College professors and presidents are popularly supposed to be largely out of touch and sympathy with the work that is going on down at the bottom of our educational system. They are thought of as quite apart from the activities of men in the arenas where the hard struggle for livelihood is going on. One of this morning's Raleigh papers says, alluding to our meeting, that it will be composed of "Men who have not been in the habit of participating largely in gatherings, modest men, retiring because of their learning and devotion to the closet and the midnight lamp."

Now I protest that we have no right to wrap ourselves in the seclusion of cloistered ease while the educational interests of our beloved State are in their present deplorable condition.

What is this condition? Now I am not here this afternoon to marshal before you an array of figures from census returns and school reports,

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\*Written after delivery.



which are as familiar to you as they are to me. I simply wish to remind you that thousands of children are growing up in North Carolina with no chance of ever becoming educated at all. Those of our number who have gone out among the people in the rural districts have been made heartsick at times as they have become familiar with the actual illiteracy, the low ambitions, and the gloomy outlook.

We shall be greatly mistaken if we form our estimate of the conditions of rural life in North Carolina either from our recollections of former days or from the indications of prosperity visible in many of our towns and villages. The truth is, the beautiful home-life of the country has largely passed away. The towns have, to a great extent, been built up at the expense of the country. The class of men and women who did the thinking and set the examples for country neighborhoods, is just that class which more and more for twenty years has been helping to make the towns. And the reports that we read in *The Manufacturers' Record* and other papers of the rapid growth of a score of our towns are surely misleading, if they are accepted as indications that the whole country is improving. It may be doubted whether the average of prosperity and intelligence is as high in some counties as it was a few years ago. There are multitudes of people, white as well as black, away back from the towns and railroads, of whose illiteracy we can form no judgment from what we see in the excellent graded schools we are more apt to visit. They cannot read or write, nor could their parents before them. They have little desire that their children shall learn. The very demand for education must be created as well as supplied. I am only speaking of what I have seen, alas! too often with my own eyes. And if these things be true, what right have we, the college men of the State, to seclude ourselves in classic shades and devote our energies entirely to scholarly pursuits, and ask, "Am I my brother's keeper"? There is missionary work to be done in our own borders for the uplifting of our people, and an obligation rests upon the college professors and presidents to do their share of it.

Have the well-to-do and cultured and influential people of our State ever undertaken, in down-right earnestness, to educate the ignorant classes of our people? Perhaps so; I do not know. But of this I am certain, that North Carolina can never be wealthy and prosperous until all the people are better educated than they ever have been. Here is a State of nearly as large a territory as England, or as Scotland and Greece put together. It contains three-fifths of the population of Elizabethan England, and half the population of Holland at the time of Philip II. of Spain. What a State it might become if the masses of the people were only educated! But no man ever prospered who did not understand mental arithmetic. No State ever became wealthy which did not vary and manufacture its own productions. But a necessary antecedent to this thrift is general intelligence, and this cannot be expected without

widespread and continued popular education. And until the so-called better classes of society, of every creed and profession and section, unite in an earnest determination to bring about a better state of things, we shall hope in vain for much improvement. No immigrant will accept our invitation to make our State his home when he finds there are slender chances for the education of his children. On the contrary, the old leakage from the State by emigration of many of its most enterprising and useful citizens, the leakage that began over a hundred years ago, will continue to add to the wealth and productive power of other States what it subtracts from our own.

I do not claim that popular education is a panacea for all our economic ills, but that it is assuredly one of the essential conditions for better and more varied agriculture, for the development of manufactures, and for the successful competition in the markets of the world. And yet, as we all know, the bread-and-butter argument is, after all, the lowest of all motives for popular education. The highest considerations, social, ethical, spiritual, I need not mention in this presence.

Now, if only the half of what I have said, or rather suggested, be true, we college men of North Carolina have no right to fold our hands with the sense of fulfilled obligations when we have secured the attendance of young women and young men at our several institutions and have given to these the best training and instruction possible. We can do more. We ought to do more than this.

We have some influence. Let us use it. Is it too late, is it impracticable to secure Federal aid in the education of our colored people? They are here to stay, and their numbers are increasing. I do not mean to discuss this point, but only to suggest it as worthy of more thought than it has yet received. The conviction has steadily grown upon me that the Federal power which, by force, made three-eighths of our population citizens, ought to enable them, by education, to exercise intelligently the rights of citizenship. It is because this burden is upon us that we cannot make better provision for our white school population. Action may not be practicable; but I should be glad if I could, in some way, reopen this question and project it into the arena of public discussion.

Can we not do something to secure larger appropriations for our common schools? The Superintendent of Public Instruction says that five cents more of tax on the hundred dollars will enable the schools to be taught as many weeks as the Constitution requires. No more important matter, in my opinion, is to claim the attention of the present Legislature. Can we not ask our lawmakers to require, for the better education of the children of our State, one nickel more from each hundred dollars worth of property?

And we can surely help to create within our people the sense of need and the desire for better things. There is hardly a neighborhood in the



State into which some college professor or president does not penetrate in the course of a year. And usually the people are willing to hear us. May it not be that we discuss too exclusively the value and claims of *higher education*? I have to plead guilty myself. Until within the last few years I have spoken but little on the duties of parents in the education of their children, of the obligations of neighborhoods to supplement the aid given by the State, and of the motives which would appeal to the youngest and most illiterate. I hope to sin no more in this particular.

Many of the cultured gentlemen of this Association wield vigorous pens. Who can tell what might be the outcome of a general discussion in the press, secular and religious, by such men, of every phase of popular education?

There are among us representatives of each of the great religious denominations of the State. Would it be possible for us college men in some way to bring it to pass that from every pulpit in North Carolina a sermon should be preached on the duty of parents to train and educate their children? I am well persuaded that the shepherd, of many of the flocks are remiss at this point. But if we can arouse the pastors of North Carolina, the days of her illiteracy will soon be numbered.

Just one more suggestion: The youth who attend our seminaries and colleges are within a few years to be makers and controllers of public sentiment. Let us teach them their duty to the poor and ignorant, and raise before them a high ideal of what North Carolina should, and through their labors, may become. Let us, as far as we can, make every student a missionary for education, and multiply our influence and labors through them as they go forth from our hands. And as they stand at the parting of the roads, hesitating as to what career they shall seek to make for themselves, ask for our guidance, we can without impropriety exalt our own calling, and thus help to send forth new recruits into the great army of teachers—the noblest army that the world has ever seen.

Pardon my plainness of speech and the liberty I have taken in making suggestions. It is from the fulness of the heart that the mouth has spoken.

The first subject considered was “Text-books; Who Should Make Them?” by Prof. Dred Peacock.

I have often wondered what the author of Ecclesiastes *would* say if he were living at this time, when books are “like the sands for multitude,” and as innumerable as the countless myriads of the sea.

It really seems as if mankind had fallen sick—seized, as it were, by some mighty epidemic, the *grip* of book-making; and if we may judge the character of the malady by some of its products, we will be forced to conclude that in one respect, at least, it is a worthy successor of its



most illustrious prototype—for it respects neither age, color of skin, texture of hair, nor previous condition of servitude.

In no lines of thought or action has the progressive element of the American people evinced more ingenuity than in that of making text-books.

Almost every subject taught in our schools has been reduced to some special system or method—everyone made, like razors, to *sell*, and warranted to be the best. In language we have the “Inductive,” the “Deductive,” the “Natural,” the “Cumulative” and other methods; while one man has bobbed up serenely who proposes to teach a man to become master of Latin, Greek, French, German, or any other language, in six weeks. What a sad calamity to most of us gathered here that he did not bob up twenty years ago!

Science has been doctored and “popularized” until one can scarcely tell Physics from Geology, as if a book could not be scientific and yet elementary in its character.

Sometime ago I had occasion to examine an English grammar, and was horrified to see in it a pretty lengthy discussion of the *Infinitive Mood*—the very last book in which one ought to find two terms connected that are so contradictory in their meaning. But we come to the subject of United States History. We have a variety that would satisfy the most whimsical, or be refreshing to the most fastidious. It really seems that the only qualifications possessed by some of these quaint historians is their special ignorance or prejudice or general unfitness for the task in hand, and the sole chance for selling their works is based on the gullibility of human nature. You would never know, from reading their so-called histories, that the South was in the fight at all, did not the pension list at Washington prove that the Southerners were the finest marksmen in all history.

Every line of study has been invaded by the devotees of quackery, and even the sacred temple of Theology has not been spared by these ultra-caterers to the vulgar taste.

Suppose, however, we reverse the lining of this cloud. In spite of these methods, unscientific treatments, incorrect statements, and prodigious prejudices the teacher of to-day has better text-books from which to make his selections than any of his predecessors. The progress in this department of educational advancement has been no less marked than the improvements in the schools themselves. There are books in all the different branches that have the indubitable traces of a master's hand.

The teacher has very few tasks to perform that are of more importance than the selection of the books to place in the hands of those who come under their instruction. These are the tools with which he must carve the characters that are to shape the destiny of the future; and it is his duty to see that these implements are keen with scientific accuracy, and well tempered with historical truth.

Of course, it does not fall within the province of a ten minutes paper on such a comprehensive subject to enter into matters of detail—only general statements can be made, and these, of necessity, the merest platitudes.

What, then, should guide the teacher in the selection of the books for his classes?

*To search for truth* is the chief purpose of all teachers and pupils. They can have no higher end, no goal beyond it. This should be the *Ultima Thule* of their endeavors. A book, then, to have any value in the school-room must *bristle* with the truth. Then the subject-matter should be presented in an attractive manner. A bright and attractive style will filch the tedium from a task more effectively than promise or the prospect of a gilded reward. Finally, the mechanical features of the book, binding, type, illustrations, etc., should be as substantial, clear and artistic as skill and materials can make it.

These are three conditions that every teacher has a right to demand in all books, and such are within the reach of all.

Who should make these text-books? This word *make* involves two classes, *authors* and *publishers*, those who write and those who place them on the market.

As to the authors, a good author is always absolute master of the subject about which he writes. Profound scholarship is an absolute essential to anyone who would make a valuable contribution to class-room literature.

Practical experience in teaching is also of prime consideration, as no trial is final except the crucial test of the class-room.

He should also be possessed of an excellent stock of that most *uncommon* of all commodities, sound common sense. Practicality is a rarity in many books, but it is seldom needed more than in a text-book.

Finally, no book should be used written by an author who is biased by prejudice or blinded by sectional partiality. We are after the *truth*, let it be in our favor or against us.

In short, our author should be a scholar to *know* the truth, have practical experience to know *how* to express this truth, use his common sense to season the whole, and have enough honesty and disinterestedness to tell "the truth, the whole truth and nothing but the truth."

It would be no difficult matter for teachers to let an author who does not possess these qualities know that his productions will not be in demand. Nothing will kill a book so quickly as to let it alone. Do not give it even the free advertisement of an unfavorable criticism.

Having found our author, who should be our publisher?

The product of the brains of this or any other country ought to be the common property of mankind: that is, they are entitled to reap the advantage thus arising by paying the actual cost to writer and publisher, plus a legitimate profit.

Many of the brightest thoughts of our land cannot be enjoyed by the deserving and intelligent poor, on account of the greed and rapacity of some publishers.

Soon after Longfellow died the cheapest cloth-bound edition of his poems sold for two dollars, and I doubt if the total cost of that book, from the proof-sheet to the retail shelf, exceeded seventy-five cents. If this book had been technical in its character, and the demand for it necessarily limited, there would be found *some* excuse for such action; but no such condition existed. The whole secret lay in the fact that one firm owned the exclusive right to publish and sell this poet's writings.

Suppose any publisher in the United States had the sole privilege of selling our text-books. Do you think they would be more generously disposed? Does the possession of unlimited power tend to render its owner clement, merciful or liberal? Is it human nature to make only one dollar, when you could make ten dollars just as readily? Would a First Reader be sold for fourteen cents, if it could be sold for a quarter? Will water run up hill?

Why does a School History of the United States sell for one dollar? Simply because there are a score or more in the market owned by different publishers. Our only protection at this time lies in *competition*, and we ought to do all in our power to stimulate this in the book business of this country. No house should be patronized who will not invite open and honorable competition.

Not having had time to examine statistics on the subject, I am not prepared to discuss the advisability of the State making its own books. Our own teachers are doing as good writing as those of any section, and I should be rejoiced to see our men of means get interested in the subject of publishing our text-books.

As my ten minutes have expired, I hope the discussion will turn to this portion of the question, which seems to be the most important. I trust that some here are acquainted with such facts as bear on this branch of the subject which I have not had time to investigate.

#### DISCUSSION.

President Charles D. McIver stated that text-books should be prepared by those actually engaged in teaching, and not by those who were inexperienced in using them.

Prof. D. H. Hill stated that it made no difference who made the text-book, provided the author was a scholar who had the ability to make an interesting book and was fair.

President John F. Crowell said that one trouble with the use of the text-book was that the student could not dis-



tinguish between matters of primary and secondary importance; that a written or printed syllabus largely obviated this trouble.

Subject, "Text-books; How to Use Them," by Prof. W. S. Currell, Ph. D.

Whatever one may think of the comparative merits of the text-book and lecture system, no thoughtful teacher can fail to sympathize with the views of those who are disposed to prefer the latter. The supreme requisite of success in a teacher is the possession of a vigorous, I may almost say, aggressive, individuality. Other things being equal, we may be sure that the forceful, independent thinker at the desk will make the profoundest impression upon the benches.

To such a teacher no text-book can be entirely satisfactory, for upon the pages of every good book a vigorous personality is stamped, and it is scarcely probable that two *Egos* will ever be entirely in accord. Even if teacher and author are substantially agreed in their views, their ideas of perspective must be very different. Some subjects will be too fully treated, others inadequately. Hence, the lecture system is resorted to, either wholly or in part.

If, however, we mistake not the signs of the times, the old-fashioned lecture is becoming less and less common in undergraduate work. And why? For many reasons: First, it gives the student too little to do. Any good lecture, no matter how difficult the subject may be, can be learned by a bright student in half an hour. So much have I been impressed with the waste of time involved in the lecture system, that I have thought it best to require a piece of written work to be handed in whenever a lecture is to be delivered. Many other reasons for the gradual abolition of the lecture to undergraduates may be assigned. But the one that concerns our subject more particularly is the great improvement in text-books. In almost every department there may be found fairly adequate, often excellent, text-books, scholarly, clear in language, logical in arrangement, attractive in the presentation of their respective themes. Indeed, the improvement is often so rapid that the text-books of one session are out of date the next. The ever-recurring question each term, therefore, is "Shall I change the tried for the untried?" Frequently a puzzling query, for the teacher cannot always choose the book that is theoretically the best. "It is a condition, and not a theory, that confronts him."

Will the book fit the time allotted to the study? Is it too expensive, and, in the case of some of the sciences, does it foster dangerous tendencies? Will it lead to skepticism or infidelity? Will it submerge the pupil's personality, or will it foster uppishness, a superficial indepen-

dence that often induces young and sprightly minds to swim without bladders in a boundless sea of unexplored thought. Perhaps this question is too often ignored by many who have passed through doubts into a region of settled calm. I have known students to be seriously unsettled by Hamilton's *Metaphysics*. Of course this consideration is not an urgent one in many departments, but there are other questions of equal moment. Does the book suit the average student in the class? Here, again, all of us make fatal blunders, and sometimes the better equipped we become ourselves the more liable we are to expect too much of the average boy. Yet almost every class-hour reveals the depths of ignorance and sloughs of immature judgment into which many an unfortunate is plunged. Every teacher is acquainted with the student who locates Palestine in Africa, and also with his brother sufferer to whom all the figures in solid Geometry appear flat.

But the other extreme, kindergarten simplicity, is just as bad, possibly worse. It is bad enough for the horse to lie down in the harness, but it is at least equally disastrous for the wagon to be so lightly loaded that the spirited animal runs away with it or breaks the traces and cuts loose entirely. If the text-book is too easy, it enfeebles; if too hard, it crushes.

But let us suppose the teacher has found the book that approaches most nearly to his ideal, and has used it successfully for a number of terms; he likes it more and more, and his students are pleased, often enthusiastic. Even then the pathway is not entirely smooth—nay, I beg pardon, it is too deceptively smooth. When the teacher begins to deal with the book he thinks, perhaps, vigorously, aggressively. The author's position is fortified by fresh bulwarks thrown up by the teacher's own individuality. These ideas, new at first and striking, become more and more stereotyped, and finally the teacher, long lulled into a false security by the ease with which the recitation is disposed of, is discovered, first by his pupils, then by the public, and lastly by his colleagues, to be running aground or swimming in eddies of self-centered isolation, while others, who are swimming in the current of progress, have left him far behind. It is so easy "for the sandy footprints of the commonplace to harden into the stone of habit."

On the other hand, change, of course, is not reform, and each teacher must decide for himself when he is beginning to lose his grip upon his text-book, and when the book is beginning to bind him with hoops of steel. Even though a book may be really excellent, a teacher feels that he must give it up whenever it ceases to exercise his creative faculty.

While the need for change is, perhaps, more urgent in languages, natural and moral sciences than in mathematics, I apprehend that even here the alert teacher frequently finds that he must give up a cherished text-book in order to stimulate his own activities and thereby react upon the energies of his class.



Even where a change of book is, for various reasons, impracticable, new methods of handling the subject must from time to time be evolved. It is often possible for a teacher to revolutionize his whole method of presenting a subject. If he keeps the same text for a number of years and teaches it in the same way for the same interval—even though this may be a supremely excellent way—he will merit, after awhile, the amused contempt and the pity of his pupils, for, as we all well know, classes hand down to one another a teacher's methods, his manner, his illustrations, often his *ipsissima verba*. The margins of second-hand text-books of long standing are filled with the fossil wit of the petrified pedagogue. Even the pithy aphorism and the pregnant epigram which stimulate for the time, are worn to attrition by frequent "sloshing up against the rafters" of the average student brain. One of the most stimulating teachers of this generation put it wisely when he said, "I like my students to drink from a running stream and not from a stagnant pool." Either the text-book, therefore, must be changed, or the methods of dealing with it must be often revised, if the active teacher would slake the intellectual thirst of his pupils in fountains of perennial freshness.

I have thus far spoken of the text-book itself and of changes in text-books. Postulating a good book, let us say one just introduced, what shall be the teacher's attitude toward it.

First, he should master it thoroughly, appreciate its separate excellencies and defects at their full value, understand its perspective, note its limitations, and, if possible, correct its errors. Much misunderstanding of an author's position would be avoided if he were examined patiently throughout before he is reduced to a thing of recitation "shreds and patches." This done, each lesson assigned should surely be known as thoroughly by the professor as it is by any student in his class. I need not add that in every case wherever it is practicable the text-book should be opened during the class hour only for the assignment of the next recitation. I know that in order to do this the teacher must go through with much irksome routine, and we all feel that we sometimes fall short of duty in this respect; but I insist that, other things being equal, the teacher who dispenses most with the text-book is, in the long run, the most successful. But mastery of the text does not, of course, mean slavish adherence to its tenets. The teacher who does this is mastered by his book—he does not master it. But as no one well acquainted with his subject is likely to make this mistake, it need not be mentioned any further in this audience.

Extreme discussiveness is much more likely to be the besetting sin of the college professor, who is always assumed to know far more about his subject than could possibly be crammed between the covers of any book however comprehensive. Hence, the live, active question with those who have mastered the text-book is: "Shall I teach it, or shall I



preach it?" The answer to this would seem obvious; but I suspect if we could all take a peep into each other's class-rooms every now and then, each one of us would often be found exhorting, especially if the pet hobby is suggested even remotely by something in the recitation. Perhaps it is rare that the average student ever has to say of the average professor, "For oh! for oh! the hobby-horse is forgot." I once knew of a professor who is reported to have said that he used his text-book as a peg upon which to hang his ideas. Anyone who has seen a peg on which hangs a hat, a duster, an overcoat and an umbrella will get a faint notion of the interdependence and consecration of this teacher's ideas. Multiply the pegs indefinitely, hang up many more articles indiscriminately, and we realize the condition of the bewildered student who attempts to assort them all at the end of the session.

We are all prone to forget that the intellectual market of the pupil is easily glutted, and even though the pedagogic supply should be limited, the pupil's demand is not sufficiently intense to exhaust it. A student should be impressed with his teacher's capacity as well as ability; but we too often forget capacity is power to hold, not power to disgorge. Few pupils are so obtuse as to be unable to distinguish between a water-tank and a funnel. Reserved power always makes its impression in the long run, but "volubility strangles it;" and, as a rule, the less there is of reserved power, the more there is of volubility. We all need to be reminded that the teacher's first business is to teach; if everything else is duly subordinated to this function he may perform as many others as he pleases. But under no circumstances must the teacher degenerate into an exhorter, nor into the critic, especially of the "war-whoop and tomahawk" variety. All of us have had our "salad days," when, "green in judgment," we swooped down with greedy talons upon the author we were supposed to teach, not to tear asunder. Of course mistakes must be corrected, but time need not be wasted in controverting an author's minor opinions, most of which may be disregarded and much precious time be thus spared. As we who teach have but few opportunities to move in the large atmosphere of an active public life, we have to fight daily a tendency to attach too much importance to trifles. All of us, though, as we gain more and more self-mastery find that we can contemplate with equanimity a red rag, even when it is flaunted in our faces. But "if to do were as easy as to know what were good to do, chapels had been churches and poor men's cottages princes' palaces." It may be of some advantage to warn the traveler against the pitfalls and sloughs of despond that beset his pathway, but if there is no guide-post he will never arrive at his destination.

By implication I have indicated my views of a teacher's proper attitude toward his text-book. Further than this it is hard to go, for every department stands upon its own merits; every text-book calls for its own distinct and individual treatment; each teacher has his own person-

ality, which, as I have intimated, he must preserve at all hazards; and furthermore, a single teacher himself cannot afford to become a slave to any method however good it may be.

But one thing we might all agree upon, and that is exacting from the student an accurate knowledge of the text. I have found it a good plan to send him to the board to make analyses of topics in the lessons for the day, or one of the preceding lessons. Above all, the average student needs to be disabused of the idea that with the end of the recitation hour all responsibility for that lesson terminates until examination day. Another advantage of holding students responsible for back lessons is that there is always something for the student to do who was "sick last night." Though he cannot recite on the day's lesson, he can, of course, go to the board and write an analysis of some topic in the last lesson.

Upon one other point we might agree, and that is the importance of marrying them to practice. To the professors of mathematics, the physical sciences and the languages this is a comparatively easy task, for nearly all the principles enounced have their applications; but in many of the moral sciences the truths taught are germinant, and, in the nature of the case, can bear fruit only after they have lain long in the student's brain.

I do not wish to maintain any low utilitarian view, and do not spurn the importance of impressing lofty and even unattainable ideals, but ordinarily students, in every department, should be expected to apply the principles they learn, otherwise they cannot grasp their full import.

But I have already spoken too long, and must leave to my colleague in this discussion any further suggestions upon this fruitful theme. I trust that no one present will imagine that I am posing as a critic of my fellow-pedagogues, or as a presumptuous know-all. Far from it. I feel my shortcomings most painfully, and if I have seemed, at times, to preach, the text, in nearly every case, has been suggested by my own past failure and present shortcomings.

[On account of pressure of other work, Professor Steadman has been unable to submit his remarks to writing for publication.]

#### DISCUSSION.

Prof. E. A. Alderman said that in the use of the text-book care must be taken at many points. The chief purpose is, not to learn from one book but for the pupil to be led into the great world of books.

Prof. J. L. Armstrong said that while the lecture system, the syllabus and the text-book had their good points, yet, after all, the success depended more on the teacher than on either of these.



SESSION, 8 P. M.

## Subject, "University Extension."

PAPER BY PRESIDENT JOHN F. CROWELL, LL. D.

University extension is an educational movement, the chief aim of which is to extend to non-scholastic communities the advantages of higher instruction in the branches of learning taught in colleges and universities. It grows out of the failure on the part of existing organizations to do all of the educational work of society. In England, where it had its reign twenty years ago, there was lacking a public educational system for the masses. These same masses were growing into political power, were thinking and acting largely without guidance; this was particularly so with the working classes in general. Among trades unions in this country and in England self-culture had already become part of their programme before the higher institutions of learning offered to meet them half way.

University extension, then, had its origin in the condition of the industrial classes, the very problems of whose life demanded a higher culture than these classes had attained or could hope to get for and by themselves. The growing preponderance of these classes, their widening horizon of thought, the careful scrutiny of the existing social order, led them at once to realize that the only institutional machinery of educational service had for centuries been practically conducted in the interests of a privileged few, with only the most indirect regard for the multitude. The extreme socialistic element among them threatened to abolish the universities, or to reorganize them for a more popular service in the solution of the burning problems of the day. The latter alternative met with the direct response of a few within the universities of England, beginning with Cambridge. Thence it extended to Oxford, and now has enlisted thousands of adherents all over the land, and may be regarded as possibly the most thought-provoking movement of this century.

The university extension movement is in form an undisguised copy of the itinerancy as seen in the Methodist ministry. In spirit, it has again copied from the foremost religious feature of the nineteenth century—the missionary spirit. Nothing is more evident than that here again the church has taught the higher educational institutions how to reach and teach the masses.

The conditions in the United States are somewhat different from those in England. Here we have a more or less developed system of schools outside of the colleges and the universities. There is a larger proportion of the people to be found in these higher institutions in America than in England. The States have made themselves the active promo-



ters of lower education in America, so that the remove of the industrial classes from the higher institutions of learning in England was vastly greater than in America.

Though the general problem of education in England is so very different from that in America, the same general class of people for whom university extension was intended, exists here in all its reality and significance.

University extension is meant to prolong the systematic pursuit of learning through an entire life. The greatest portion of our people leave school at sixteen, say; a few of those left continue on, and a very much smaller remnant passes through college, leaving only a rump to avail themselves of the highest advantages offered by the institutions of higher education. Thus, it is evident that nearly our entire population quit the pursuit of knowledge in leaving school. The necessity of making a living, or the inducements of trade, industry or commerce, command the major part of the time and energy of this vast class that, in numbers, outweighs all others combined. For these people, of all conditions of social rank, yet still constituting the most substantial elements in the body social and politic, as far as general prosperity is concerned, are, by leaving school at or soon after sixteen, and by being engaged in the struggle for life and success, the most forgotten class in society, as far as direct educational advantages are offered them.

This forgotten class has among it a sprinkling of college graduates; it has men of learning and seriousness; it has women whose educational training was begun in college and ended there. These are the people who are suffering for the want of any systematic arrangement by which they might continue their systematic study at home through the guidance of the itinerant lecturer, whose weekly round is a season of inspiration.

University extension proposes to reach the class of people who have left school and cannot hope to return. *How does it propose to do this?*

*It calls upon college and university teachers to go out from the close courts of learning and teach the people where they are at work.*

It says: These people cannot come to the college or the university; their circumstances forbid it; therefore let these institutions each send out to these people such of its corps of instructors as can inspire and quicken them to search after knowledge, giving them the benefit of personal contact of thought and guidance.

*How is this really done, in actual operation?*

University extension has several essential features:

1. The syllabus and the books to be read;
2. The lecturer and the local center;
3. The written weekly exercises;
4. The quiz and the final examination.

The syllabus, *e. g.*, is a condensed outline of a course of lectures giving a brief introduction of a page (in print); the essential features in each lecture, with references to one or more of the best books on the subject, and sometimes a list of authors and books for those who may want to go farther than the course outlined covers. For example: A syllabus on Political Economy would have a page of the history of the science, and following that the outlines of the topics and principles under the heads of *production, consumption, exchange and distribution*, with a few references to the best book or two for every important topic.

I. *The Syllabus* is a guide to lecturer and student. It is given out at the first formation of a class and to be kept in hand from the start to the finish of the course. By this outline the pupils think and search for information thereon in cyclopædia, newspaper and any other sources, including discussion and interview with others. When a student has once gone over the field defined by the syllabus, he has not only gained a great deal of knowledge, but learned much more than he knew beforehand of the *art of research* on his own account.

To have studied and to own the best book, or the best two books, on any one theme of knowledge, is often the equivalent of having taken a course of half a year in college.

II. *The Lecturer and the Local Center.*—The lecturer must have two qualifications: he must have his *subject* well in hand, and must be successful in *stimulating thought and effort* on the part of his classes. This class constitutes the local center to which the lecturer goes once a week to meet and work with this group of learners. *He is bent, primarily, on causing the members to think*; his aim is *not*, primarily, to teach, but to *provoke the pupils to ask and seek and find through the helps at his command*, including the lecturer.

This local center has often men, women, and boys and girls, old and young men, learned and ignorant, humble and high—in fact, a cross-section of the social life, showing all its layers and conditions of living. It is the most democratic gathering outside of the Christian church, and often more fully representative of all shades of social life than any religious congregation of the same community.

The problem often is, how to get up such a center. The organization of a center—how is this done?

Go to a community, a village, or a town, or a country community—having announced the coming well beforehand, and gotten some active leading persons of the community interested in it; then get yourself full of the faith in the work, and the need there is of reaching the people; be full of the idea. Go to awaken interest, not only to teach; show them what has been done, and what a fine opportunity there is to do something there. Having quickened them to an interest in it, ask that a committee be appointed to canvass the community to see how many will join in with it to secure this or any other course of six lectures.



Let the old feel that it is for them and their children and their community, and that to put the community to thinking and reading and writing will be of the highest benefit to all. Let them understand that the cost is small compared with the good to come. If you go to the minister, the reader or the really good parents of a community and present this movement you can hardly fail, if you are the right man to do it. The local committee should be made up of persons of energy, and of interest in the work of culture. These qualities are more important than that of social standing. It is this committee's business to get up a class of persons who are willing to help by subscription to bear the expenses of the course of lectures. These expenses include the cost of the syllabus, the cost of the hall, the expenses of travel to the lecturer and the lecture fee itself. Near to colleges we might be willing to give a course at a time, remitting the fee altogether. These expenses depend on circumstances. The next thing the committee has to do is to help the lecturer to sustain the enthusiasm in the class or center. They can do this by weekly meetings for reading and discussion, and by stimulating and encouraging each other to write exercises on each lecture. Thus, by the co-operation of the local center, increasing the demand for learning, the lecturer can be the instrument of organizing and accomplishing an enormous amount of educational work in a given time in a given community.

III. *The Written Exercises.*—These are weekly papers of greater or less length, written by the pupils and based on the previous lecture, using the syllabus, the notes taken by the pupil, the book or books read, the discussions, the newspapers and cyclopædias and any other source of information.

These exercises are mailed to the teacher, who reads them and reviews them carefully but sympathetically to the class, not using any personalities in comment but saying all he can to stimulate free research and original thought. This review of the exercises is to precede the regular lecture, so as to prepare the pupils more fully to enter upon the second lecture, the outline of which is before them on the syllabus.

For various reasons the success of the teacher is to be gaged by the per cent. of persons in the center who send in papers weekly. He sees by them the defects and the merits of their thought-life. He has no other way to keep informed as to the extent of his influence upon the thought and growth of the class, and through the class on the community. These weekly exercises are the key to the situation, their production is evidence of self-culture.

IV. *The Quiz and the Final Examination.*—The quiz is really a review and a questioning by and of the class, mainly the settling of the many, many questions which the stimulating lecture, and above all, the pupil's own thought, bring up for answer. By this quiz each lecture is reviewed before entering upon the next. Often this time can be saved



to the lecturer by the meeting of the class at some time before the next lecture, to thoroughly study and to interchange thought on the lines of study for that lecture.

*Local Reading Circle.*—The grading of this work is based on the weekly written exercises and the final examination at the end of the course of lectures.

The pursuit of this kind of work week after week I believe to be a method of popular education which is adapted to our own needs in the rural and village communities of the State, as well as in its large cities. If, for example, the colleges and the University represented here to-night could spare enough of their teaching force to have those members of the Faculty who are adapted to do such work give a course of six lectures in places and communities within reach every year, a sufficient trial might be made thereby to prove to us, what I believe unreservedly, that nothing will help higher education so fully to step into the pool of public favor as its identification with this movement, by which the advantages of learning are carried out of our cloister-like institutions into the villages and cities and desert places of the State. No people are so desperately in need of University extension as the rural population of North Carolina. Mark this! I regard the public schools as going backward, as far as the country is concerned; they have nobody to look after them in the perpetual claims and pressure that are being made on the public treasury. In this helpless condition the colleges and the University can extend their services out into the really needful places. The villages, the larger towns and the country places along the lines of railroad are open for this work. They need it; they have a right to expect it of us. If we deny them the light, we cannot blame them if they destroy the institutions that are at ease in Zion. The fearful future hangs over every college or University that persists in the old aristocracy of learning; the democracy of knowledge for which the people pay to be taught will not fail to reckon with the selfishness of higher education that sits at its shrine, in its recitation-rooms, and cares not a thing for the souls of the rural people.

State appropriation is not at all necessary for university extension. The modern State has not the spirit of this movement; the colleges and the University themselves are in duty bound to render this service to the people. They *can* do it, and they *ought* to do it, and so far as they *fail* they will *lose* by it.

The discussion was participated in by Professor Massey, Superintendent Scarborough, and others.

At 9 P. M. the Association adjourned to the dining-room of the Yarborough House, where a banquet had been prepared by the citizens of Raleigh complimentary to the Col-

lege Association. President George T. Winston, LL.D., presided with his usual grace and dignity.

President J. B. Shearer responded to the toast "The College Association;" Capt. S. A. Ashe to "The Press as an Educator;" Prof. E. A. Alderman, "The School Master;" Prof. W. S. Currell, "The School Marm;" Prof. M. H. Holt, "Our Educational System;" Capt. C. B. Denson, "The City of Raleigh as an Educational Centre."

SESSION, 10:30 A. M. SATURDAY.

The Association met at the North Carolina College of Agriculture and Mechanic Arts, on the invitation of President Alexander Q. Holladay.

President Taylor and First Vice-President Crowell being absent, Second Vice-President Shearer presided.

Subject, "The Effect on the College Curriculum of the Introduction of the Natural Sciences."

PAPER BY PROFESSOR W. L. POTEAT.

The natural sciences are at last firmly lodged in the college curriculum. They are a recent importation. Their exact position and relations are scarcely yet settled, and one may easily fall into the mistake, on the one hand, of unwarranted precision in setting forth their present status, and, on the other, of over-confidence in predicting their ultimate influence upon the culture of our higher institutions of learning. Our observation, however, has probably extended over a period sufficiently long to yield some reliable results, which at this stage of it may well be brought together.

I. *What were the circumstances under which the sciences gained a place in our educational machinery?*

The college curriculum in its present form is the result of a gradual growth from very ancient and rude beginnings. As in a living organism, the successive modifications of the bulk and complexity of its structure have been closely dependent upon its environment. It responds with great sensitiveness to changes in the world about it. Hence, it comes to pass that the apparatus and methods of culture of one period and race differ more or less widely from those of all other periods and races. The history of this development is inextricably intertwined with the progress of external events. We must look, therefore, without, if



we would find the explanation of the last great modification of the means of education.

Of course, science in some form and to some extent had a place in education long before the period which I now have in mind. On the other hand, in some quarters it may be said to be still fighting for recognition even at the present moment. Moreover, periods glide insensibly into succeeding periods. There are no sharp lines in Nature. For that reason there can be none in history. And yet, in order to avoid confusion and irksome modifications of every statement, I must be allowed to draw a somewhat arbitrary line and consciously to foreshorten the stages of a continuous advance.

For reasons which seem to me sufficient, I draw the line at 1859, the date of the publication of the "Origin of Species," and characterize the thirty-five years following as the period of science in education. It will, perhaps, be agreed that no book in the domain of science, not even excepting the work of Bacon or Newton, has produced an influence so far-reaching and so profound. This date I fix upon the more willingly, inasmuch as it marks the new birth of the science of biology, which has affected all departments of human thought more deeply and permanently than all the other sciences. And it I have chiefly in mind on the present occasion. Others may speak more specifically of other branches.

The characteristic feature of the intellectual life of the period since the publication of the "Origin of Species" is the ferment precipitated by its doctrine. And the education of the period, in its spontaneous adjustment to external conditions, wears the same unsettled complexion, with science for its dominant tone. The middle decades of this century are unrivalled in all the thrilling history of the development of natural knowledge. The "Report on the Progress of Science" during the twenty years following the Revolution of 1789, read before the Emperor Napoleon in 1808, while it records some great names, contains nothing to match the record of the forties and fifties. And the next thirty years carried the wave of discovery and generalization but little higher. But about 1840 the spirit of scientific inquiry grew more intense, laid under contribution a larger number of rarely equipped minds, and pressed forward to attack the problems of the physical universe with a degree of vigor, boldness, and consecration which could not fail of brilliant achievements. Since that epoch the application of machinery to industrial production and to locomotion and intercommunication has revolutionized our common lives and given us new standards of comfort and activity. This revolution in the external aspects of modern civilization, it must be observed, "has been preceded, accompanied, and in a great measure caused by a less obvious, but no less marvellous, increase of natural knowledge, in consequence of the application of the scientific method to the investigation of the phenomena of the material world."



The three great achievements which give our period its unique position in the annals of science are the doctrine of the molecular constitution of matter, the doctrine of the conservation of energy, and the doctrine of evolution. They relate and unify an otherwise bewildering chaos of observation and experimentation. They have not, as Professor Huxley has said, fulfilled Bacon's conception of the aim of science and superinduced new forms upon matter, but they have, in a sense, created Nature anew. They have given it a new voice. They have invested it with a new dignity and fascination.

Now, the subjects of study, under the stimulating influence of these great generalizations had, near the beginning of our period of science education, multiplied with amazing rapidity. And each new comer at once upon arrival challenged the pre-emptive right of its predecessors to the whole territory of education. Moreover, it was at once apparent that many of the new subjects yielded themselves with great hopefulness to the function of mental culture and had, besides, an important bearing on the practical conduct of life. Should the new knowledge, which in a thousand quiet ways was spreading into the thought of the time and recasting it, be kept dark to the minds of the young? Should they be left to the sudden and possibly disastrous shock of it when they should emerge from their cloistered life in college and find it all abroad and confronting them in every path?

It *was* resisted at the threshold. Nor should we be surprised. Conservatism is not passivity, mere resistance. It is rather an active force. It is not rest, but momentum. Whatever interposes itself to modify or deflect this current must be prepared for a collision. Illustrations abound throughout the history of education. Cato, the Censor, opposed strenuously the introduction of Greek into the Roman education. "Believe me," he wrote to his son, "the Greeks are a good-for-nothing and unimprovable race. If they disseminate their literature among us, it will destroy everything." Again, we find that in the sixteenth century Latin and Greek, which in the nineteenth have held the ground against science, had themselves to win their way into the schools against "the 'Parva Logicalia' of Alexander, antiquated exercises from Aristotle, and the 'Questiones' of Scotus." Thomas More wrote to the dean of a school in London in which the new learning was recognized, "No wonder your school raises a storm, for it is like the wooden horse in which armed Greeks were hidden for the ruin of barbarous Troy."

But there are two features of the resistance to science in the curriculum which, so far as I know, are peculiar to this last growth-pain of the educational ideal. The first springs out of the fear that what may be called the poetry of life will be rudely dealt with by the scientist, who comes upon the stage with the clatter of retorts and instruments, with a pigeon-hole for every sentiment and a physical test for every phenomenon of the soul. The inimitable Charles Lamb, on the side of prose, supplies

an illustration of this feeling in the essay on "The Old and the New Schoolmaster," wherein he confesses his sins against science, saying, "I am a whole Encyclopædia behind the rest of the world," while he but poorly conceals his disgust at the pretensions of the modern successors of "those fine old pedagogues who believed that all learning was contained in the languages which they taught." Representing the poets, John Keats, in "Lamia," exclaims sadly,

"Do not all charms fly  
At the mere touch of cold philosophy?  
There was an awful rainbow once in heaven:  
We know her woof, her texture; she is given  
In the dull catalogue of common things."

In Poe's Sonnet to Science we meet the same regretful aversion. A still more recent voice is raised in the prose and poetry alike of the late Mr. Matthew Arnold. In his calm, clear way he takes the side of the humanities against science in the American lecture on "Literature and Science." He says that letters will not, in the end, lose their leading place; that the poor humanist may be patient, admit the energy and brilliancy of the partisans of physical science, and still believe that the nature of things works silently on behalf of the studies which he loves. He is compelled to admit, however, the necessity of acquainting ourselves with the great results of modern science, and of giving ourselves "as much training in its disciplines as we can conveniently carry." And witness, further, his graphic picture in "Bacchanalia:"

"Thundering and bursting  
In torrents, in waves—  
Carolling and shouting  
Over tombs, amid graves—  
See! on the cumbered plain  
Clearing a stage,  
Scattering the past about,  
Comes the new age."

*Scattering the past about!*

I own that I share in some measure this repugnance to bare, unrelated facts and the spirit of irreverence. But it is coming to be generally recognized that science does not rest in analysis, which is but its method to reach a higher synthesis. A catalogue of isolated facts, accumulated, it may be, with the infinite pains of an army of workers in field and laboratory, is of small value or significance except as it may contribute to the establishment of some great generalization or unifying conception. And, further, I doubt that the wholesome sense of mystery is dissipated by the progress of science. Her torch grows brighter with each passing year, and shoots its rays farther into the surrounding darkness, but mystery walks ever at her side. She springs more questions than she solves.

"Deep under deep forever goes,  
Heaven over heaven expands."



And so an increasing reverence is not only consistent with a widening intelligence, but in its higher and richer phases is dependent upon it. I believe, with the weighty testimony of George Eliot and Herbert Spencer, and the practical illustration of the late Poet Laureate, that the knowledge of processes and causes, so far from clipping the wings of the imagination, in reality enlarges the sphere of its flight.

The second peculiar feature of the opposition to science in the curriculum alluded to above, is the fear of its effect upon religious beliefs in the minds of the young. It would be easy to multiply illustrations of the supposed antagonism between religion and science, for it has had an unbroken succession from the trial of Socrates to the trial of Briggs; but I forbear. Here, again, the opposition is melting away as the limitations and real bearing of scientific inquiry are perceived. The attitude of Christian scientists, those who accept and those who reject the evolution hypothesis, is well shown in a recent issue of *The Independent*. I am quite willing to rest the case upon the testimony of the foremost exponent of evolution, and upon that of the editor of *Nature*, which has lately been called the greatest journal of science in the world. Spencer (First Principles, p. 20) says, referring to religion and science: "Both have bases in the reality of things, and between them there must be a fundamental harmony. It is an incredible hypothesis that there are two orders of truth in absolute and everlasting opposition." Prof. Ray Lankester (Advancement of Science, p. 52) says: "Whatever views we may hold with regard to a soul and the Christian doctrines, they cannot be in the smallest degree affected by the admission that man has been derived from ape-like ancestors by a process of natural selection." I may mention the practical demonstration of this view in the case of advanced scientific views and devout religious beliefs lying side by side in the same mind without friction, and oftentimes with mutual helpfulness.

So, then, we may repeat what was said in the beginning. The battle of the natural sciences for recognition in the schools is won. Universally won in theory, but the actual occupation of all the conquered territory is yet to be effected. As a rule, the entrance has been made in the higher institutions first. In England the study of the earth and its productions is still but scantily represented in the instruction offered by its great fitting schools. The case is much the same in our own country. Even where the sciences are taught in the primary and high schools, it is too often book science, which is usually better not taught at all. "Peggotty and I," says David Copperfield, "were sitting one night by the parlour fire alone. I had been reading to Peggotty about crocodiles. I must have read very perspicuously, or the poor soul must have been deeply interested, for I remember she had a cloudy impression, after I had done, that they were a sort of vegetable."

In North Carolina we may not say that so much as a beginning has been made in science teaching in our public schools and academies. I



would respectfully submit it to the wisdom of this Association, whether it should not take it upon itself to promote, in some practical way, the introduction of the natural sciences into these schools. Might not the colleges and State University help forward this reformation by publishing certain elementary courses in science as required for entrance? So far as I have been able to ascertain, Trinity, Wake Forest, and Guilford are the only institutions in the State that make such requirements.

In order to learn the estimate placed upon the natural sciences in the higher education in North Carolina, I have made a canvass of the leading colleges, with the following tabulated result, which takes no note of elective classes, but only of prescribed:

PRESCRIBED RECITATIONS PER WEEK FOR FOUR YEARS FOR A. B.

	Total.	Natural Science.	Biology.	Natural Science, per cent.	Biology, per cent.
Davidson -----	65	4	0	6.1	0
Elon -----	69	10	0.5	14.4	.7
Guilford -----	72	10	0	13.8	0
Trinity -----	67	4	0	5.9	0
The University -----	61.5	6.5	0	10.5	0
Wake Forest -----	64	10	2	15.6	3.1

II. *We may now consider specifically the effects which the natural sciences have produced upon the college curriculum.*

1. The first which I shall mention recalls the physicist's doctrine of impenetrability. When science entered, room had to be made for it. That necessitated a movement of the constituent molecules of the curriculum upon one another, with the result of relaxing its rigidity. From the solid it passed to the semi-fluid state.

In America three expedients have been employed in the accommodation of the new subjects in the four years college course. At first they were treated as "extras." Later they were admitted on terms of equality with the languages and mathematics, and all suffered some abatement in extent and thoroughness, it being held that elementary knowledge of all was more valuable for the purposes of a liberal education than extended knowledge of the remainder, in case of the omission of science. The third expedient is as yet new, but has more than approved itself as the only one that can meet the conditions. I refer, of course, to the elective system. It is liable to abuse, perhaps has been abused; but, under carefully weighed restrictions, it adds greatly to the culture-power of any curriculum. The disadvantages of the rigid curriculum are too apparent for statement. How many men have not achieved distinction in spite of the inflexible grind of the old college mill. On the other hand,

how many single-gifted men have not been headed-off and imprisoned in the unvarying meshes of collegiate requirements. Emerson speaks somewhere of "those classes whose minds have not been subdued by school education."

I said just now that the elective system was new. But Montaigne gives us an interesting account of a private system of electives which he used in his college course in the sixteenth century. For its historical interest and illustrative value, I quote it. His college was reputed the best in France, but its whole course of philosophy he had read over with so small profit that he could make no account of it. Sequestering himself from all other delights to read Ovid, he became, he says, "more careless to studie my other prescript lessons. And well did it fall out for my purpose that I had to deale with a very discreet Master, who, out of his judgement, could with such dexteritie winke at and second my untowardlinesse. \* \* Had he beene so foolishly severe, or so severely froward as to crosse this course of mine, I think verily I had never brought anything from the College, but the hate and contempt of Bookes, as doth the greater part of our Nobilitie."

2. Closely associated with the relaxation of the rigidity of the form of education is the new conception of educational values that has resulted from the introduction of science instruction. The study of antiquity has lost somewhat of its prestige as a preparation for the life of to-day.

Last October two great men, in widely separated fields of achievement, assumed new functions in the education of their respective countries; and from both of them, but in very diverse tones, came words corroborative of the statement which I have just made. Professor Virchow, on the occasion of his receiving the insignia of office as Rector of the University of Berlin, remarked: "A grammatical education is not the means for progressive development demanded by our youth. Mathematics, philosophy, and the natural sciences give young minds so firm an intellectual preparation that they can easily make themselves at home in any department of learning."

Mr. James Anthony Froude, in his inaugural lecture as Regius Professor of Modern History in Oxford, said mournfully: "I have come to Oxford, but no more to the Oxford that I knew. \* \* It still stands; it is full of animation and energy, but Keble and Newman are gone, and the system which produced such men is gone with them. New schools have sprung up, and new modes of teaching. Greek and Latin have lost their old monopoly. Modern languages are studied, and modern history, and modern philosophy and science. \* \* The celibate seclusion of college life has broken down, and ladies, the horror of scholastics, have invaded the sacred precincts. In all this, I feel like Epimenides after his forty-five years sleep."



If the Greek and Roman life and literatures have lost their supremacy in general, they have not lost their disciplinary and quickening power for a certain order of minds. And to erect a scientific curriculum which should rigidly exclude these, as I believe Mr. Spencer proposed, would be a blunder only less disastrous than the reorganization of their old monopoly which was disintegrated by science. Nor do I think that we are prepared to go the full length with Professor Huxley, and yet the most exclusive humanist must admit the profound truth underlying the following brilliant and well-known passage from one of his addresses:

"Suppose it were perfectly certain that the life and fortune of every one of us would, one day or other, depend upon his winning or losing a game of chess. Don't you think that we should all consider it to be a primary duty to learn at least the names and the moves of the pieces?"

\* \* Yet it is a very plain and elementary truth that the life, the fortune, and the happiness of every one of us, and more or less of those who are connected with us, do depend upon our knowing something of the rules of a game infinitely more difficult and complicated than chess. It is a game which has been played for untold ages, every man and woman of us being one of the two players in a game of his or her own. The chessboard is the world, the pieces are the phenomena of the universe, the rules of the game are what we call the laws of Nature. The player on the other side is hidden from us. We know that his play is always fair, just, and patient. But also we know, to our cost, that he never overlooks a mistake, or makes the smallest allowance for ignorance. To the man who plays well the highest stakes are paid, with that sort of overflowing generosity which with the strong shows delight in strength. And one who plays ill is checkmated—without haste, but without remorse."

3. I now mention last the catalytic force of science in the curriculum. Its presence has wrought the rejuvenation of the older subjects by supplying the illustration of a new and contagious method. They have acquired a new point of view, and in their treatment the emphasis is not now where it once was. They are immensely the gainers in educational value and vitality. The ease and promptness with which they have responded to this scientific influence is the best guarantee of their permanence in the scheme of culture. The "new psychology," the "new political economy," the "new history" may be mentioned as illustrations of this transformation. The Latin and Greek languages are no longer an end in themselves, but merely a means to the reproduction of the wonderful thought and life of the Latin and Greek peoples. Even theology, which, according to Macaulay, is the most rigid and unprogressive of all the systems of human thought, is showing signs of movement in response to the influence of the natural sciences—in particular, of biology.



## DISCUSSION.

Professor Pegram spoke of the trouble in getting good science teachers in the preparatory schools, largely for the reason that so little science was required in the college course, and consequently the school teachers in many cases were not competent for the work.

Professor Massey spoke of the inadvisability of graduating students who possessed little or no knowledge of plants and animals.

Dr. Alexander referred to the fact that science had displaced about half of the required amount of the classics, and stated that many students in the A. B. course elected too much science in the Junior and Senior years.

Professor Withers spoke of the establishment of laboratories following closely with the great growth of science, and how this method of laboratory work and study had its reactionary effect on other departments of study as well as on the training of the student into methods of close observation and reasoning therefrom.

Professor Armstrong attributed many of the advancements in methods of teaching to the study of modern language as well as the sciences.

Dr. Shearer resented some of the slighting references to some of the former methods of science teaching. He gave some instances of striking and impressive experiments.

Subject, "College Comity."

PAPER BY PRESIDENT J. B. SHEARER, LL. D.

The policy adopted by most governments to exclude pauper and criminal classes from other nations is eminently sound and wise. The exclusion of these and the rendition of flagrant lawbreakers are proper matters for special treaty provision between friendly governments. It is true that certain classes of criminals are exempted from these provisions because they do not suggest serious moral turpitude.

Now, college comity has, from time immemorial, sought to adjust and regulate the same matters among schools. Every school or college is a

government, with its laws, either written or unwritten. The body of students in each is under government and discipline. In this discipline there are three leading objects in view: First, the highest good to the individual pupil; second, the safety of the student body from injury by contamination or from mischievous example; and third, the upholding of the majesty and authority of good government. This is, perhaps, the reverse order to that in civil government.

No Faculty can ignore either of these features of discipline. Now, the unwritten usages of college comity require every person seeking admission into college to bring a certificate of good character from some proper source; and also, if he has been a member of any academy or school of higher grade, he must bring a certificate of honorable withdrawal. The obvious meaning of this usage is to put up the bars against dangerous lawbreakers who have been necessarily excluded from similar institutions, and also to guard the student body from the example of reckless insubordination and the contagion of incurable moral turpitude.

It is recognized, however, that certain cases of separative discipline do not imply the gravest criminality, and are often punished with suspension for a definite or an indefinite period of time. Now, the question arises, Shall such offenders as these be debarred from prosecuting their education in another institution when they have failed in one? Certainly not. The operation of college comity does not produce this result. The tendency always is to condone the faults of youth and give young offenders another trial. And it is no uncommon thing for the teacher or Faculty to give to the student under discipline such a commendation, with a statement of the facts of the case and their mitigating circumstances, as will secure his admission into any self-respecting institution, or, at least, enable them to judge wisely in the case. Flagrant and grossly immoral offenders ought not to be allowed to injure other institutions, hence the safeguards.

Every case can thus be made to stand on its own merits. Nor does college comity bind any Faculty to reject any applicant for admission into school, but only puts a Faculty into possession of all the facts of the case for intelligent action. And if it be considered safe to admit him, he is, in a sense, held under discipline and probation, and his continuance in the school can be made to depend on good behavior. Nothing less than this is safe for the young man himself. To receive such a student into another school without proper question or investigation would be a lasting injury to the young man himself, by teaching him that his antecedents are a matter of no consequence in the estimation of Faculty and students in the new institution, and his discipline will prove hardening instead of reformatory.

Such ignoring of college comity would also work great damage on any campus by fostering the notion that insubordination, and even gross immorality, would insure his reception with open arms on another



campus, and he need not even go by his home on the way. He may even make himself a hero in the new institution by his *ex parte* statements, and may, in some cases, secure what he considers a promotion by his insubordinate or vicious conduct.

The bare definition of this comity among schools, and the statement of its workings is sufficient, without an elaborate argument to support it. If any school persistently disregard it and seeks to pose as a Botany Bay for offenders from other schools, that school will soon establish its reputation as such to its own ultimate loss and damage at the hands of a discerning public.

These views can hardly apply to a university proper, like the German universities, where the matriculates are men, and not boys and undergraduates; where the teachers are not supposed to be concerned with the moral character and culture of their students, and where the entire government and discipline are left in the hands of the local police and the civil magistrate.

PAPER BY PROFESSOR E. ALEXANDER, PH. D.

The subject is a trifle vague. I am not sure that I know just what it means, and on what lines it was intended that it should be treated; however, we teachers talk so learnedly to our pupils of matters about which we know very little, that we ought to be willing to listen with some degree of patience to each other.

I suppose that college comity was meant to include the relations of friendly courtesy between colleges. It is a pity that any relations other than friendly should be thought possible among teachers, but it is only two days since the anniversary of Washington's birth and the truth must be told. Colleges do not always have that friendly interest in one another which they ought to have. I hardly know why—possibly because Faculties are rarely made up of angels. Professional jealousy is not peculiar to teachers. Even the Rev. Mr. Cassock does not bubble over with joy when he hears that his colleague has preached to an immense congregation, while he had only a few people to listen to his words, which he knows were splendidly eloquent. Dr. A may be very fond of Dr. B, but he is seldom delighted when he sees that Dr. B's practice is better than his own. Lawyers, editors, carpenters, rich and poor—all of us—have mild or malignant attacks of jealousy. It is like the letter "I" in the conundrum: All have it; Luke had it in front; Paul had it behind, and poor old Mrs. Mulligan had it twice in the same place. Happy the man who has it only twice, and then puts it out of his life for ever and ever.

Each of us needs all of the helpful, hearty sympathy that he can get from his fellow-workers in his own college and in other colleges. In the long run, unselfish sympathy is a better stepping-stone to decent



success than a stepping-stone made by tramping down each other's reputations and interests. We hear too much of this sort of thing: "Why, I was amazed at the low standard of work in Arabic at Blank College. In their senior year they read no more than we require for admission to the freshman class." Perhaps they do. As long as they tell the truth about it, however, let them alone. The truth is mighty and will —, I was going to say, will prevail, but sometimes it does not prevail to an alarming extent until one has gone to his quiet resting place. At any rate, we can do more for the upbuilding of Arabic learning, if, instead of talking about the low standard at Blank College, we try to give it such sympathetic aid as may be in our power. If no way of helping appears, we can, at least, render the sympathy of silence or the sympathy of truth. And opportunity for real help will, in most cases, be easy to find if we look for it. The profession of kindly helpers is not at present overcrowded. This association is likely to do very much good by bringing us college men together. It is a good thing for us to know each other; to talk about the work which each of us is trying to do as best he can, about our difficulties, and the remedies for them,—about anything. As far as this particular object goes, it makes no difference what we talk about. Of course, we know already that each one of us receives the most inadequate salary, and does harder work than any other professor in the State. It is just as well to say nothing on this subject. We talk to our wives about it all day Saturday and Sunday. They are the only persons on earth who believe us. Sometimes I am not perfectly confident that they do.

But, as I was saying, the getting acquainted with each other is what we want most of all. If we know each other personally, and once come to understand each other, the road to friendly relations will be smooth and easy to travel. We all know the good old pessimist, who says that everything is going to the dogs, that ninety-nine hundredths of the inhabitants of the world are scoundrels; but the people and the things coming within his own knowledge are unfailingly all right. He only needs to know everybody to be changed from a hard-hearted pessimist into the kindest of optimists.

We are too poor to visit other colleges very often, if at all. I submit as a pleasing suggestion that the institutions of the State confer honorary degrees on the members of the Faculties of their sister institutions. And if they will kindly pay the expenses of the visiting recipients, all the better.

The good work done by our North Carolina Teachers' Assembly in bringing about friendly relations among teachers in our colleges, as well as in our schools, cannot be too highly commended. For one, I gratefully acknowledge that the Teachers' Assembly has taught me more, not in the way of knowledge, perhaps, but in what is far better than knowledge, than I know how to express. Those of us who do not attend

its meetings fail to avail ourselves of one of the best means of mutual help.

I believe that some of our colleges have done injury to themselves and to other institutions by declaring their opposition to intercollegiate athletics. This opposition comes apparently not from our college Faculties, who know what is the true state of the case in regard to athletics, but mainly from friends of the colleges, who are honest in thinking that they know, but who are surely mistaken. Anybody who speaks from experience, covering a proper time from which to reach just conclusions, will say that there is good in rightly managed college athletics, and greater good in intercollegiate athletics. I am speaking now merely of athletics as a means of bringing our colleges into another kind of friendly rivalry. And all of our rivalry—there cannot be too much of it for our own good,—ought to be friendly.

It is the easiest thing in the world to grow narrow-minded. Most of us are born that way. It is not a bad thing for each of our institutions, while clinging to its own worthy traditions, which have made it what it is, to grow broader-minded, broader in every way, as we profit by the experience of the men from other institutions who become members of our Faculties from time to time. Other people may have wisdom. Now and then they may have almost as much as we have ourselves. Broad-mindedness is one of the solidest foundations on which to build college comity. When we can see the good that is in other institutions, our own will be none the worse for admitting it and for showing hearty appreciation of it.

There is no real difference between college comity and that gentle courtesy which makes a gentleman. Cardinal Newman was right when he said that it is almost a definition of a gentleman to say that he is one who never willingly inflicts pain. Put yourself in his place, is one of the best precepts which we can carry about with us for constant use. We may be willing to put ourselves in another man's place, if he has a better salary than we have, otherwise, it is not at all times an easy thing to do. But there is a better rule than this: We are prone to forget it, though we learned it by heart long ago. It is a glorious rule of life, and the man who lives by it need never fear that he is failing to be courteous in his college relations, or in any other relations of this life; he need not fear even to die. It is amazing that some church has not made this rule its cardinal doctrine, even if transubstantiation, or some other doctrine, must be given a lower place to make room for it. It is the simple old rule, "Whatsoever ye would that men should do to you, do ye even so to them."

#### DISCUSSION.

President Alexander Q. Holladay said that colleges in their relations with one another should apply the same prin-



ciples applied in transactions between neighbors and friends; that if one college were to suffer it would react on all; and there is no escape from this mutual dependence even if it were denied; that it is true that he who serves the cause of education best will serve his college best.

Interesting remarks were made on the subject by President Hobbs and Professor Pegram.

#### BUSINESS SESSION.

An invitation to hold the next meeting in Durham was extended by President Crowell. The matter was referred to the Executive Committee.

The Association accepted the invitation of Col. E. G. Harrell, Secretary of the Teachers' Assembly, and the Executive Committee was asked to prepare a programme for College Day.

The following officers were elected for the ensuing year.

President J. B. Shearer, President; President John F. Crowell, First Vice-President; President L. Lyndon Hobbs, Second Vice-President; President W. S. Long, Third Vice-President; Prof. W. A. Withers, Secretary.

The following were elected members of the Association:

Professors E. Alexander, W. H. Pegram, F. P. Hobgood, J. M. Rhodes, H. Scholz, R. L. Flowers, and H. J. Stockard.

A rising vote of thanks was tendered the Secretary, Professor Withers, as a testimonial of appreciation of the work he had done in connection with the Association.

The Association voted its thanks to the Masonic fraternity for the use of its hall, to the citizens of Raleigh for the banquet tendered, and to the railroads and hotels for courtesies.

Adjourned.



SOME THOUGHTS FOR THOSE WHO THINK.

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We here assert again that we are one of the strongest friends of a State Normal and Industrial School that is to be found in North Carolina. We desire that the school at Greensboro shall have the most liberal support that the State can possibly give to it, and we also demand that the school established by law *shall conform to the law*, and to this end we desire a management that can understand the law. This is the sixth time we have stated our position in regard to the Normal and Industrial School, and while we are fully understood by most of the people of North Carolina we may have to make this same statement at least six more times before some people will know just what we mean. With this introduction we will now submit a few thoughts for thinking people.

*First Thought.* The State Normal and Industrial School for Young Women is not doing any more real *normal* work than is being regularly done in many of the excellent private schools for girls in our State, and the *industrial* training is not so extensive and thorough as is done by Salem Female Academy! There is no Professor of Normal Training in the institution except what little work of this kind can be done by the president at times when he is not otherwise engaged or "absent from the city." The president is not skilled in normal teaching, and admits (page 37 of his report) that he cannot do the work. The State intended that the Normal Department should be thoroughly equipped with working material and a professional instructor, even if it required half of the appropriation to pay for it. This is the prime object of the institution.

*Second Thought.* Can the State afford to build a fine house for the president of the Normal and Industrial School and furnish him with two male servants and a house-girl,

a horse and carriage for the use of his family, and supply all his provisions at wholesale prices, while the president of no other State institution enjoys similar privileges?

*Third Thought.* It is said that the General Assembly of 1893 was most persistently "lobbied" by pupils in the Normal and Industrial School in personal letters written to members of the Legislature. Would those modest young girls have done such an improper thing except upon somebody's advice? Who gave that advice, and in whose special interest was the "lobbying" done?

*Fourth Thought.* President McIver and Major Finger assert that if the school should do its work as the State intended it should be done—that is, be a professional school for girls preparing to teach or earn a living by work—the attendance would be very small, and the school crippled. If this were true, then there is no place for the school in the State. But it is not true, and the life of the school would not be endangered, because its ample appropriation is not dependent upon the number of pupils in attendance. Is the president striving for a large enrollment of "seminary girls" simply for vanity's sake, and that an appearance of great prosperity may be secured? Or, is it because more boarders bring more dollars to somebody, just to the extent that the board costs less than \$8, the amount charged every boarding pupil? We have been informed by one who knows, that the board furnished the pupils at the Normal and Industrial School does not cost over \$7. The law requires the board to be furnished at *actual cost*, and Mr. McIver says in his report, "the law does not allow any money to be made on the boarding department." What, then, becomes of this \$150 a month profit on board that is paid to the president?

*Fifth Thought.* Has the president of any other educational institution in the United States, except the president of the Normal and Industrial School in North Caro-



lina, ever permitted a few of his pupils to hold an indignation meeting and declare a boycott upon an educational journal because the journal demanded that the school should conform to the law? Did President McIver, as was his duty, promptly annul the proceedings of the "indignation meeting" and the boycott when he was informed of the matter?

*Sixth Thought.* If the State establishes a public institution for the sole purpose of giving the girls normal and industrial training, why is there no regular normal department in the school? Why are all pupils charged extra who take the industrial course? And why are any pupils admitted to the school who study neither normal or industrial work? President McIver says (page 18 of his report) that a real Normal School "would be a practical failure in North Carolina"! Why, then, did he so earnestly advocate the establishment of a Normal School during several terms of the Legislature? Was his work only for a position?

*Seventh Thought.* President McIver valued the ten acres of land upon which the Normal and Industrial School buildings are located at "\$1,000 an acre"; Mr. J. R. Webster, of *Webster's Weekly* (after consulting Mr. McIver), estimated the land at "\$1,500 an acre"; THE TEACHER said it was not worth over "\$300 an acre." We were all mistaken in the value, as three and a half acres were sold to Mr. Stewart recently for *only \$129 an acre!* Does Mr. McIver want to "boom" some land upon the State? Surely not. Then why does he value one-hundred-and-twenty-nine-dollar-land at one thousand dollars?

*Eighth Thought.* If the Normal and Industrial School has a "bonded officer" (as is stated by Major Finger and President McIver), who is the only person to receive and disburse the funds of the institution, then why did he make no report to the Legislature, as such a report is required by



law? It must be a very incompetent "bonded officer" who can only guess at receipts as "income from tuition, \$1,000." Who is this "bonded officer"? Was he Major Finger's private clerk? And if so, why was he made a member of the Normal School Faculty while Major Finger was President of the Board of Directors? The report of the State Auditor for 1892, page 135, will give this information to any person who desires it.

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### HOW A TEACHER SHOULD READ.

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Every teacher should read outside her own practical sphere of work.

The grammar teacher should read up primary methods, both to keep informed in a general way of school progress, and to understand her pupils better, as they come to her from the classes where those methods are employed.

The primary teacher should read up the methods that are coming into use in grammar schools, both for general information and for the special light they may shed upon her own work.

The teacher who merely glances through an educational paper for devices that she can use this afternoon, to-morrow, or next week, does not know what education is.—*School Journal.*

## IN THE SCHOOL-ROOM.

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"I AM AN AMERICAN."

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FOR DECLAMATION.

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The world was at Chicago on the morning of May 1, at the opening of the Great World's Exposition. The strength of Europe, the splendor of Asia, the wealth and chivalry of two continents were represented at the metropolis of the West—on American soil. The Old World came with its industrial trophies to place them on exhibition by the side of the peaceful triumphs of the New. No other age has ever witnessed such a spectacle. In the evidences of enlightened progress, of a higher civilization, in grandeur and magnificence, the exhibition at Chicago dwarfs all similar exhibitions known to history. The world is at peace and the victory is being celebrated on the soil of the country whose institutions have been most potential for peace.

These reflections warm the American heart with new patriotism. And standing on the dome of the Capitol at Washington, almost within sight of Mount Vernon, with Arlington in full view, and the shaft of Washington overtopping the city, as his own character overtops in sterling worth all others, the exclamation, "I am an American citizen," can be realized in its pride and force of meaning.

It was the known terror of the name of Rome that caused the Roman to appeal to his nationality as a defence to the torture of his enemy. The name of America carries with it the idea of peace, a sense of protection; and the writer has heard the name of Washington pronounced by a trembling serf of Asiatic despotism with an emotion that seemed to kindle new hope in a countenance marked by the blows of tyranny. The very sound of this name appeared to

bring release from the chain which was his companion by night.

Under the inspiring example of Washington our country has grown great, respected and loved by the votaries of liberty throughout the world. The greatness of Rome was often the theme of Cicero's eloquence. Gibbon closes the first chapter of his history by observing, to impress a juster image of the greatness of Rome, that the empire was about two thousand miles in breadth and more than three thousand miles in length, that it was supposed to contain about sixteen hundred thousand square miles. On the territory of the empire there lived about twenty millions of citizens and subjects who acknowledged the laws of Rome.

But greater themes inspire our orators and historians. Here we have an area of 3,602,990 square miles inhabited by over 65,000,000 of free American citizens, the humblest of whom may aspire to the highest office of the land. No country in all the tide of time ever possessed such institutions, covering such an area and with such a population. A ship sailing from any part of the world may discharge a cargo at Chicago, a thousand miles inland. The Mississippi and its tributaries traverse a million and a quarter square miles in extent and furnish an internal navigable system of twenty thousand miles. A steamer starting from Pittsburg in Pennsylvania, four hundred and fifty miles inland from New York, and two thousand miles from the mouth of the Mississippi, passing through these water-highways, and returning to its starting place, will sail a distance much greater than round the world.

And the flag that is carried by the internal commerce of our country insures free passage for ships and cargo, unimpeded by any fiscal charge, for the whole continent enjoys the blessings of absolute freedom of intercourse among its citizens.

These facts, with others of equal potency in attestation of our greatness, fully warranted the proud words of Presi-



dent Cleveland at Chicago, when facing the largest public audience ever assembled: "We stand to-day in the presence of the oldest nations of the world and point to the great achievements we here exhibit, asking no allowance on the score of youth." And concluding: "We have built these splendid edifices, but we have also built a magnificent fabric of a popular government, whose great proportions are seen throughout the world. We have made and here gather together objects of use and beauty, products of American skill and invention, but we have also made men who govern themselves."

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#### WHAT IT COST TO DISCOVER AMERICA.

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Every boy and girl will be interested in learning the cost of the expedition in which Columbus discovered America.

Queen Isabella gave 1,140,000 "maravedis," equal to about \$7,296. It must be remembered, however, that she had to sacrifice her jewels to obtain even that small sum.

This, we suggest, was perhaps due to the fact that at that period the Church, and the Roman Church dominated Christendom, it was forbidden to lend money on interest, and funds could not be borrowed then as now.

Hence, to raise even a small amount of cash was a great undertaking. Even as late as the Great Armada, after Raleigh had settled Roanoke Island, Queen Elizabeth had but a dozen small vessels, the British fleet that destroyed the Armada being furnished by the trading towns of the kingdom merely for that occasion.

But to return to Columbus' expedition; his pay was \$320 a year; his three captains had an annual salary of \$192; his pilots \$120 to \$150; the doctor \$38.50; while the sailors got two dollars and a half a month and their keep. Such was the compensation of the daring mariners who made the perilous voyage and the most famous journey in the history of the world.

## ABOUT BOYS.

A COMPOSITION BY A LITTLE GIRL.

Boys is hawrid. That's what all the gurls sez. Thay doant think so but they sa so soz thay wunt git plaged.

Boys likes to hav gurls think thay are tuff. I like tuff boys.

Mi big sistur sez tuff boys is the best. Shes had spe-ryunce.

I have never thot of gettin married but Iv had lots uv chances.

Boys is yuseful. Thay clim tres and steel things fur the gurl thay like best. Sicks diffрут boys sez thay likes me best uv all the gurls thay no.

Gurls pretends thay doant car fur boys. Gurls hoo sez thay doant car fur boys wunt go to heven. Mi big sistur nevur will go to heven.

After while boys is men. When boys git to chune tew-baco thay think thay is men.

Boys is better than men.

## DE-PO, DA-PO, DEP-PO, DIP-PO.

Said Master Jones, "Now must *we* go,  
Without delay to the *dee-pot*."

Laughed sweet Miss Jones, "I should *say* so,  
Let's start at once to the *day-pot*."

Smiled Mrs. Jones, "In quick-*step* oh,  
We'll all run down to the *dep-pot*."

Groaned Mr. Jones, "It's mighty *hot*,  
To drive you all to the *dee-pot*."

But coachman John, who's had La Grippe O,  
Says *he* "can't drive to the *dip-pot*."

These conflicts of pronunciation  
Would not be if they called it "station."

—Selected.

# North Carolina Teachers' Assembly.

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ORGANIZATION 1892-'93.

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JOHN J. BLAIR (Superintendent Winston Graded Schools), President.  
EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas.  
MISS MATTIE WHITAKER (LaGrange), Director of Music.  
MISS MAMIE ROBBINS (Raleigh), Director of Music.  
EDWARD E. BRITTON (Roxboro), Chairman Teachers' Bureau.

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## EXECUTIVE COMMITTEE :

JOHN J. BLAIR, <i>ex officio</i> , Chairman,	Winston.
EUGENE G. HARRELL, <i>ex officio</i> , Secretary,	Raleigh.
C. B. DENSON (Raleigh Male Academy)	Raleigh.
J. Y. JOYNER (Superintendent Graded Schools),	Goldsboro.
WASHINGTON CATLETT (Principal of Academy)	Wilmington.
CHAS. D. MCIVER (Pres't Normal and Industrial School),	Greensboro.
J. T. ALDERMAN (Superintendent Graded Schools),	Reidsville.
JAMES DINWIDDIE (President Peace Institute),	Raleigh.
T. J. DREWRY (Horner School),	Oxford,

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## COUNSELORS :

Each County Superintendent in North Carolina.

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## TENTH ANNUAL SESSION :

ASSEMBLY BUILDING, Morehead City, N. C., June 20 to July 3, 1893.

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## TO EVERY NORTH CAROLINA TEACHER AND FRIEND OF EDUCATION.

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An event of great importance to the teachers of North Carolina, and to every school in the State, will be the tenth annual session of THE NORTH CAROLINA TEACHERS' ASSEMBLY, at Morehead City, June 20 to July 3, 1893. Many new features in the Assembly work introduced this session, will make the occasion of more value than ever.



Men and women of the highest reputation and success in our State, representing every department of education, will be present to meet you and give you their best thoughts and views in professional work.

The meeting will be one of unusual educational value, such as ambitious and progressive teachers cannot afford to lose. It will be a time to make most pleasant and valuable acquaintances, renew and strengthen old friendships, exchange professional experiences with those who are working in lines like your own, and to get broader, deeper and more practical conceptions of popular education.

The results of such a delightful meeting of our teachers as has been planned for the coming session of the Assembly are certain to increase the interest of all our people in education; and to establish our schools on a more prosperous basis than ever before.

There will be full and free presentation and discussion of such methods of teaching as are adapted to the peculiar conditions of our educational systems, public and private.

Teachers cannot be too strongly urged to be present who desire to become more efficient in their work; to know why the most successful members of the profession succeed; to secure a good school position or a change of location for the fall term; to gain a new educational inspiration, or to recover from the fatigue of a school term by the unfailing influences of the refreshing sea-breeze and the exhilaration of an ocean bath.

One of the most valuable departments of the Assembly now is the Teachers' Bureau, which will assist teachers in securing good positions, and will supply competent teachers to any principal or school committee who may desire them. Mr. E. E. Britton has charge of the Bureau, and no charge is made for any assistance rendered. Applications should be sent in at once.

The expenses of your trip will be exceedingly light—a two weeks visit to the Assembly, including round-trip

railroad fare from the most distant portion of the State and first-class board at the famous Atlantic Hotel, need not cost over \$25. The total average expense of attendance for the entire session, including railroad fare and board, will not exceed \$18. The professional and social value of the meeting to a teacher will be many times greater than the slight expense of attendance.

The annual fees for membership in the Teachers' Assembly are \$2 for males and \$1 for females. By special request of the Assembly the railroads will add the membership fee to the price of the ticket, and will furnish purchaser a coupon, for which, when presented to the Secretary at Morehead City, a "Certificate of Membership" will be supplied, which will entitle the holder to all special hotel rates, lectures, entertainments, and every other privilege of the Assembly session. Friends of education are permitted to attend the Assembly on same terms as teachers. When purchasing your teachers' ticket be sure your baggage is *checked through to Morehead City*.

The various railroads of the State have made, specially for the Assembly, a very liberal rate of about *one and a half cents a mile each way*. Tickets on sale from June 18 to 30, and are good to return any time until July 20, and permit stopping over on the return trip. The great Atlantic Hotel gives first-class accommodations to all who hold certificates of membership at a uniform rate of *only \$1 per day*. The boatmen make reductions for sailing and fishing parties, so that these delights may be constantly participated in by all.

A cordial invitation is extended to teachers and friends of education of other States to visit the Assembly and enjoy with us the privileges of the session and the delights of the sojourn at our "Educational Capital by the Sea."

JOHN J. BLAIR, *President*.

EUGENE G. HARRELL, *Secretary and Treasurer*.



ASSEMBLY NOTES.

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THE Secretary has prepared a new song-book expressly for the Teachers' Assembly.

WHEN you go to the Assembly this summer you will notice a number of changes and improvements in and about the Atlantic Hotel and Assembly Building that will be pleasing and gratifying to you.

THERE will be more real comfort and enjoyment at the Assembly this session than ever before, and the tired teachers will return home from their sojourn at the sea-side with renewed health and strength for the work of the fall term.

MAKE your arrangements to go to Morehead City on June 20, so as to be present the first day of the Assembly session. The program is about completed and in the hands of the printers, and it is so full of good things for the teachers that you cannot afford to miss a single day of the work.

THE elegant new settees for the Assembly Hall have arrived at Morehead City and are now placed in position in the room. They present a very handsome appearance indeed, and the North Carolina teachers now have one of the best and prettiest educational auditoriums in the United States. It is hard to realize how we could do without these handsome and comfortable seats for so many years.

THERE will be a large attendance at the Assembly in June, and the gentlemanly proprietor of the Atlantic Hotel, Mr. B. L. Perry, is making every effort to give perfectly satisfactory accommodations to every guest, and it might be well for you to "drop him a postal card," so that he may have your accommodations reserved and ready for you



upon arrival. He is receiving applications daily for rooms during the session of the Assembly, and he is giving very careful attention to every request.

THE PRESENT situation at the Normal and Industrial School will be fully discussed by the Assembly, and no doubt another committee will be appointed to ask the next Legislature to revise the plan of the institution so as to make it a training school for teachers, such as has been asked for by the Assembly for so many years, instead of simply a State Female Seminary, for which there is no demand in the State. This will be one of the most interesting days of the Assembly session.

IN THE Assembly work not a single feature or department of the educational interests of our State is ignored or neglected. Ample time is given to the consideration of questions relating to the home school, public school, private school, graded school, academy, boarding-school for girls, Normal and Industrial School, Agricultural and Mechanical College, charitable institutions, colleges for boys, and the University; and every measure which can promote their efficiency and success is discussed and encouraged. Every school and teacher in North Carolina is improved by the great annual gatherings of the teachers and their friends in their Assembly.

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MORESNET, which lies between Belgium and Germany, and has a population of 2,000, is the smallest government in the world. There is a Senate of ten members, who are appointed by the Mayor. He is appointed by two delegates, one from Germany and one from Belgium. The territory was made independent in 1815 to settle a dispute. Germany and Belgium both wanted it on account of its tin mines, but neither of them got it. The territory contains a trifle over two square miles of ground.

## THE INTER-COLLEGIATE ORATORICAL CON- TEST OF THE ASSEMBLY.

### RULES.

1. The contestants shall be under-graduates or graduates of 1893 of the University and male colleges of the State.

2. Graduates of 1893 will be allowed to use their graduation orations.

3. The orations shall be certified to as the unaided productions of the speakers.

4. No oration shall be less than ten, nor exceed fifteen, minutes in length.

5. The judges shall be five in number; two to be elected by the Assembly, two chosen by the contestants, and a fifth elected by the four judges thus chosen.

6. The judges shall be separated in various parts of the audience; two shall criticise the subject-matter of the orations by marking from one to ten, according to grade of excellence, in each of the following divisions, upon a schedule as follows:

Speakers designated by number only.	Propriety.	Clearness.	Force.	Euphony.	Climax and general effect.	Total.
1						
2						
3						
4						

7. In like manner, two of the judges shall criticise the delivery of the oration, by marking from one to ten in the following schedule:

Speaker designated by number only.	Articulation, including pronunciation.	Emphasis and force.	Modulation and expression.	Gesture and carriage of the body.	General style and effect.	Total.
1						
2						
3						
4						

8. The judges shall retire and revise their papers without knowledge of each other's criticism, and shall give the same to the fifth judge to sum up the total of each numbered speaker. In case of a tie the fifth judge may vote for the successful candidate.

9. Only the standing of the successful competitor shall be publicly announced unless more than one prize is to be awarded.

10. The fifth judge acts as chairman, and announces the report of the committee, unless the committee as a whole should direct otherwise.

11. Names of speakers, or their colleges, shall not be announced until after the award of the judges has been made.

#### THE DECLAMATION CONTEST.

This contest is open to the boys and girls who are pupils in any public or private school in North Carolina for the



Spring term, 1893. Speakers may select for recitation either prose or poetry, and all pieces are limited to five minutes in length. The same rules as are used in the oratorical contest will, as far as practicable, govern the judges in the declamation contest, and the successful competitor will be awarded the Assembly gold medal.

#### THE INSTRUMENTAL MUSIC CONTEST.

Any girl in North Carolina who has been a pupil in school at any time since June, 1892, may compete for the music gold medal. The contest will be governed by the following

##### RULES.

1. Each competitor will play a piece of music of her own selection (not to exceed five minutes in length), and after as much previous practice as she may have desired to give to it.

2. A new piece of music will be drawn from a number of miscellaneous selections by each performer after she has entered the hall, which is to be read and played at sight. These "sight pieces" will not be above grade three of difficulty, and at least two pages must be played.

3. Three judges will be chosen in the same manner as in the other Assembly contests. One will criticise only "Accuracy;" another, "Expression," and the other, "Manner of Playing."

4. Judges may remain in the audience or may come upon the platform to look over the music while being played, as they deem proper or necessary. Each competitor may select some person to turn the pages of the music, if desired. No person can act as judge who is connected with any school which has a pupil in the contest.

# EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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WE HAVE received from three to five new subscriptions every day during the past month, and THE TEACHER now has near ten thousand regular readers. It is the absolutely independent educational journal in the South, and it is fully appreciated by independent teachers.

THE PAGES OF THE TEACHER are freely open to any person who desires to express an opinion upon any matter concerning the schools of our State. Every communication will be published just as written, and we are not at all concerned as to whether or not you may agree with the editor in his opinions.

WHY IS IT that the school established by the State for the sole and express purpose of preparing our girls to teach and for giving them an industrial education, makes an extra charge for the industrial training and requires only about one-fourth of the number of pupils to be trained partially as the State directed? What are all the other pupils doing?

ONE OF our friends, who is a pupil in the Normal and Industrial School, informed us on May 3rd that the President seemed about to instigate another indignation meeting in the school in order to find out, if possible, who were THE TEACHER’S friends among the pupils! He did not succeed in this effort, and now he denies that any pupil in the school is keeping us posted! Well, really!

OUR CHARMING little book, "North Carolina School Singer," is about ready. The book is just what every teacher needs for opening and closing exercises of school, and for entertainments and other special occasions. It contains twenty beautiful and popular songs with music, including our three State songs, and thirty other appropriate and familiar hymns, words only. Send twenty-five cents for a sample copy. A special edition has been prepared for the use of the Teacher's Assembly.

THE purest of the American language is spoken in the Southern States. Our pronunciation is more in accord with the standard dictionaries of the language than is to be found in any other portion of America. The people of England say that the purest English of the world is spoken at Dublin in Ireland, *and in the Southern States of America*. The South speaks genuine American without the nasal, dental or guttural embellishments which are given to our language by the people of the Northern, Eastern and Western States.

WE FREELY forgive our excited friend, the Athletic Editor of the *Wake Forest Student* for his very severe personal rasping of the editor of THE TEACHER in his April number. This is a free country and everybody is entitled to an opinion upon all subjects, and his ravings in favor of the intercollegiate game of ball and his apologies for the gambling, drunkenness and other dissipation attendant upon such occasions will not in the least degree change the views of THE TEACHER, nor of the mothers of the college boys, in regard to the evils of intercollegiate match ball games. We suggest that our friend change his illustration just a trifle: Let THE TEACHER represent that celebrated Shakspearean moon, and then ask himself "Where am I at?"! Did our friend forget to read the letter from the Charlotte "mother" in April number of THE TEACHER?



FEW MEN in this country are so gifted as Mr. Charles D. McIver. He is President of the Normal and Industrial School, Professor of "Normal teaching" (the only department that the State really established, and therefore the most important), and we learn from pupils in the school that he is "running the boarding-house," and buying the pork, beef, mutton, milk, butter, eggs, green peas, turnip-salad and all other ingredients for the kitchen and table! It is rare indeed that we find men who can successfully fill, at the same time, the offices of *President*, *Professor* and *Steward* of a public institution! Truly, we have some very great and remarkable men in our State.

SOME OF the newspapers of the State have kindly asserted that THE TEACHER was saying all sorts of horrible things about the Normal and Industrial School, but they forget to publish even a single one of the "horrible things" and say that it is not true. Possibly, we may have said something that was not entirely correct, but nobody has yet denied or answered any statement that we made in regard to the management of the school! Why? We decline to notice any newspaper article on this subject unless it replies to some specific point that we have made, instead of "blindly beating the bush" with generalities! Not a single line has appeared in any newspaper in the State, with one exception, in answer to our review of the report and the management of the Normal and Industrial School! To do exactly the fair thing, brother editors, you should publish what THE TEACHER has really said in the matter. We will gladly send you a copy of our review of the "Report" if you will print it for the information of your readers. We thank Colonel Webster for republishing our article in full, as we want the public to know just what we *did* say. His two-column review of the article is, in substance, an apology for the omissions in the "Report of the Normal and Industrial School."

THE TEACHER has no controversy to wage with any person in regard to the work of the Normal and Industrial School. We simply express our own thoughts and opinions in our own journal, and we are perfectly willing to accord to everybody else the same privilege of doing his own thinking on this and all other matters. THE TEACHER is absolutely independent and fearless, and is not controlled by any ring or other influence ; it is a strong friend to each North Carolina teacher and to the educational interests of our State, and is not at all concerned as to who may be its friends or its foes while it is trying to faithfully discharge its duty as the leading State journal of education.

THE college journals of North Carolina are unexcelled in handsome appearance and literary merit by those of any other State in the Union. Such excellent publications as *The University Magazine*, *Wake Forest Student*, *Trinity Archive*, *Davidson Monthly*, *Guilford Collegian*, and *Elon Monthly* are a credit and honor to any State or institution of learning. There is a manliness and dignity represented in the North Carolina college journals that seem to be wanting in some like publications in other States. It is a great pleasure to note that such nonsensical and meaningless items as "Does Billy like fried flapjacks?" which fill the "Local Column" of so many college publications, are disappearing from North Carolina college journalism.

THIS SEEMS to be the age in which no public journal can venture to make suggestions in regard to a public institution without being subjected to unbridled personal abuse by the officers of such institution and their abettors. In most of the communications lately appearing in certain newspapers in the State in regard to the unsatisfactory condition of affairs at the Normal and Industrial School, the only replies yet attempted to the review of the "Report" by THE TEACHER have been simply columns of personal abuse of the editor of THE TEACHER! The



weakness of this method of defence really makes us smile. The most nonsensical of all argument is personal abuse, and this seems to be the principal stock in trade with most of those persons who have been attempting to defend the conduct of the management at the Normal and Industrial School.

THE "BOYCOTT OF THE TEACHER" at the Normal and Industrial School seems to have already experienced the usual reaction, for a number of the young ladies have informed us that they had nothing whatever to do with the "indignation meeting." THE TEACHER has some very strong friends in the institution who admit that our demand for a change of management is just and reasonable, and they agree with us that the work of the school has been diverted almost entirely from the intent and letter of the law and the desire of the young teachers in North Carolina who are preparing to teach. Many of the students in the institution have said that the school is not at all what they expected it to be under the law establishing it. The next Legislature will make the institution conform to the law, and it will then be a professional training school for teachers and for girls who want to prepare themselves for earning a living.

It is a pleasure to see that the South is beginning to recognize and duly appreciate the efforts of her ablest educators in preparing suitable school and college text-books for our children. THE TEACHER is no friend to sectionalism or discrimination, even in the slightest degree, and we only ask that every school-book written by competent Southern teachers and published by Southern people, shall have an equal showing, *on merit*, with any and all other books of similar grade. It is a matter of great pride and satisfaction to know that all State Boards of Education throughout the South are justly giving every possible encouragement to meritorious Southern authorship, and such



wisdom will create and foster an educational and miscellaneous literature in our beloved South of which any country may be proud. In all these efforts to encourage Southern authorship it is specially gratifying to note that the present State Superintendent and State Board of Education of North Carolina are at the head in progressiveness and patriotism, and therefore North Carolina will soon have an educational literature of its own that would be a pride and an honor to any State or country.

IN ONE of our State exchanges there have appeared some editorials trying to defend the present management of the Normal and Industrial School. The same paper has also published several "communications" signed by various persons, some of whom we do not know. Many editorials contain so many familiar expressions that we have no doubt they all emanated from the same pen, *and the pen was held by President McIver*. This being the case, and it being further true that neither the "editorials" nor these "communications," written by request, mention even a single one of the points under consideration concerning the management of the Normal and Industrial School, we do not deem it necessary to notice any efforts made in such a way simply to "whitewash" the bad management of the institution. We would, however, suggest to the writers that in future they try to do a little more thinking for themselves before attempting to write upon a public institution of which they know scarcely anything. A considerable amount of useless effort is being furnished by the management of the Normal and Industrial School and expended in trying to avoid a confession that the "Report of the President" reports nothing that it ought to report. The communications alluded to furnish "interesting reading" and amusement by their hard studied efforts to avoid even the suspicion of an attempt to discuss any point under consideration !

THE "Report" of the Normal and Industrial School made to the Legislature by Major Finger and Mr. Goodwin for the Directors, and President McIver for the institution, as "total cash receipts," mentioned only the Greensboro bonds, State appropriation, a small balance from "old Normal School," and an estimated "income from school \$1,000." Can it be possible that the two hundred pupils in the school had not paid a single dollar for board, book fee, medical fee and incidental fee, nor had the President paid any rent during the two-and-a-half months that the school had been in operation when the report was made! We cannot believe that two hundred North Carolina girls, who are pupils at the institution, were too poor to pay even the \$12 in fees, which are due upon their entrance; and a report from the Normal and Industrial School which does not include these payments simply slanders our girls. If these charges for board, books, medical attention, incidental expenses and rent of building by the President are legitimate, why were they not collected from the pupils and from the President? If they were collected why were they not reported by the person who is authorized to collect them? These questions are asked by the people of North Carolina. We are unable to answer them, and they are respectfully referred to President McIver. All moneys paid to this institution are "trust funds," and every dollar thereof should have been sacredly guarded and accounted for.

IN EVERYTHING that we have said, or shall say, about the management of the Normal and industrial School, we disclaim most positively and emphatically any intention, directly or indirectly, to reflect upon our State Board of Education, or any member thereof. Our whole and only object and desire is in the interest of North Carolina girls; to secure for them the greatly needed *professional* school for training teachers in normal and industrial work according



to the law that established it. And THE TEACHER will continue to labor zealously for our young women who desire to teach, until North Carolina has a State institution for training them thoroughly in this work in such a school as the Teachers' Assembly has been asking for during the past nine years, and such as the Legislature of 1891 intended to establish in response to their petition. When the State shall see proper to establish an institution for the general and higher education of women THE TEACHER will be one of its strongest friends; but until then we do not intend that our Normal and Industrial School shall, for some individual glorification and ambition, be distorted into an ordinary female seminary, in violation of the law, without a vigorous and continual protest on our part as a representative journal of education. And in this work the people of North Carolina are heartily with us in every demand that we have made, and we believe that the Directors of the institution will respond to popular sentiment and make the institution truly a Normal and Industrial School.

THE recent adoption by the State Board of Education of the "North Carolina Spelling-Book" and "Williams' Reader for Beginners" for use in all the public schools of the State, in competition with other text books of similar grade, is one of the significant signs of the times. It shows that our able and patriotic State officials are willing to allow North Carolina teachers and North Carolina publishers to compete, on equal terms with Northern authors and publishers, for a fair share of the patronage of North Carolina taxpayers. Hon. W. H. Ruffner, one of the ablest public men of the South, while State Superintendent of Virginia, used the following very pointed remarks upon this subject: "I would avoid everything savoring of a monopoly in favor of particular individuals or companies, not only because of the indefensible character of this pro-



ceeding in every point of view, but because of its discouraging influence upon all native authors, the bulk of whom would have to stand outside this small favored circle. I want every Virginia teacher to know that if he makes a good book, it shall have a fair chance to get a footing in our schools. I could name some excellent primary school-books by Virginia authors which fail simply for want of a fair chance. I know of competent teachers now who wish to prepare text-books, but cannot get them published because of the existing difficulties of getting additional books admitted into the State even on trial. And so almost the entire intellectual progeny of our five thousand Virginia teachers, public and private, is strangled, even before birth. The end of such a policy is intellectual barrenness." We call the attention of our leading private and public school teachers and college professors to Dr. Ruffner's able argument, and shall refer to the matter again in future issues of THE TEACHER.

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## ABOUT OUR TEACHERS AND SCHOOLS.

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Mr. L. E. REAVES has a prosperous private school at the enterprising little town of Benson, with thirty-seven pupils enrolled.

REV. J. E. GREEN is principal of the High School at Mooresville, and he will attend the Assembly this summer for the first time.

MISS ALICE KINCAID was teaching at Olney until the building was recently destroyed by fire, and she will resume management of the school when the new house is completed.

COL. A. Q. HOLLADAY, President of the Agricultural and Mechanical College, at Raleigh, has been elected to the chair of Latin in a prominent military school in a sister State, and he is considering the matter.

MISSSES IRENE AND MINNIE GRIMSLEY have each successful schools near their home in Greene County. They are both members of the Teachers' Assembly, and they have a great many good friends among the brotherhood.

MAJOR S. M. FINGER, ex-State Superintendent of Public Instruction, was a candidate for the place of Statistician of Agriculture at Washington, salary \$60 a month. The appointment was made to Mr. Tipton, of Shelby.

PRESIDENT MCIVER, of the Normal and Industrial School, has visited Raleigh several times during the month. As he is the only Professor of Normal Training in the Faculty, that department must be trying to "run itself" during the frequent absences of its head.

PROFESSOR EDWIN A. ALDERMAN, of the Chair of History and English Literature in the Girls' Normal and Industrial School, has been appointed, by President Cleveland, a member of the Board of Visitors for the Military Academy at West Point. It is a proud honor most worthily bestowed.

THE RALEIGH public schools closed the Spring term on Friday, May 19th. Very interesting "closing exercises" were held by the schools, which were greatly enjoyed by a large number of visitors. The public schools of Raleigh are doing work that is very satisfactory to the people of the Capital city.

MR. E. E. BRITTON, Principal of Roxboro Academy, spent a few days in Raleigh on his return from Washington City on May 1. He is an applicant for one of the departments under the Secretary of the Interior and is fully capable of filling any of them, and we hope he may secure a good government position.

MISS CARRIE DAIL (Norfolk College) is teaching a large and prosperous school at her home in Snow Hill, Greene County. Miss Carrie is a faithful member of the Teachers' Assembly, and she is likewise a most conscientious and progressive teacher. She is preparing several young ladies for the Normal and Industrial School.

AT A RECENT meeting of the Trustees of Trinity College Rev. John F. Crowell, D. D., was re-elected President of the College. Professors Armstrong, Weeks, Houston and Welch have all tendered their resignation as members of the Faculty, and there are intimations of unpleasantness, the nature of which is not stated. The election to fill these vacancies will take place at the June commencement.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE at Raleigh is one of the best institutions of the kind to be found in the South. It is doing just the work that the State intended that it should do, and it is doing it in the very best possible manner. Consequently, it has the heartiest support of every North Carolinian. At a public debate by students of the College on May 4, there was present one of the largest and most elegant audiences that ever assembled in Raleigh. The young men acquitted themselves in a highly creditable manner, and everybody was filled with new respect and love for our Agricultural and Mechanical College and its excellent management.



DR. R. H. LEWIS is in charge of one of the departments of Kinston College. This venerable and beloved teacher is the founder of this institution, and under his wise management the school has for many years exerted an unusually good influence over the young people of that community. A great number of noble young men and charming young women have been most faithfully and carefully educated by Dr. Lewis, the honored and beloved teacher.

AT A MEETING of the Executive Committee of the Trustees of our University, May 9, a two-year's leave of absence was granted to Dr. Eben Alexander to serve our country as Minister to Greece, and he sailed for Greece on 16th May. Contracts were made for purchasing five hundred new and modern settees for lecture-rooms, library cases for 8,000 new books, and a thorough water-system, to include baths, closets and sewerage. President Winston was instructed to select a Professor of Greek during Dr. Alexander's absence.

ST. AUGUSTINE'S SCHOOL, Raleigh, for the training of colored teachers and of colored clergymen of the Episcopal Church, is now in its twenty-sixth year. The course of instruction covers the elementary branches, with higher instruction to those who are to complete the Normal course, and classical studies for those who expect to be clergymen and others who may wish to take them. The Episcopal Church is very strict in its requirements for its clergymen, and insists on a knowledge of Latin and Greek, as well as ethics, systematic theology, ecclesiastical history, and other distinctly professional studies. The School is making a strong effort to encourage industrial training. The School property include about forty acres, and the young men cultivate a large portion of this in farm and garden. The girls are given systematic instruction in cooking, and are securing quite a reputation in Raleigh for the excellence of their bread and sponge-cake. The care of the table and household also devolves upon them. Every effort is made to encourage self-helpfulness so as to make the students faithful and self-reliant. Everything possible is done without outside help. A large addition was erected last summer, and the work was done almost entirely by the students. It is 27x50 feet, and provides a new dining-room, three new dormitories, and a wing 22x30 feet provides room for cooking school and sewing department. In the latter graded lessons in sewing and dressmaking are given. The girls are required to wear a uniform dress, and many are made by the girls in school. The daily services in the chapel are those of the Episcopal Church, and the students respond very heartily in psalm and creed and canticle, and it is believed that the orderly services have a marked influence in cultivating careful habits in the moral and religious life. A few minutes are devoted every morning to instruction in Scripture history. There are ten teachers and 167 students. The Rev. C. B. Hunter is principal, and Rev. R. B. Sutton, D. D., is superintendent of the institution.



THE GLEE CLUB of the University of Pennsylvania gave a most charming concert in Raleigh on May 10 to one of the largest audiences that ever assembled in the Capital city. Their concluding song was "The Old North State," and in response to an enthusiastic encore the Club effectively sang "True to North Carolina," the new State song written by the editor of THE TEACHER. The new song was received with very loud and prolonged applause, and it was said by critics that it had "captured the audience."

ON APRIL 21, a match game of base-ball was played in Raleigh by teams from the University and Wake Forest College. A large number of students attended from each institution, and their conduct was excellent. There was, however, a great deal of gambling by the students of both institutions on the result of the game. We are very much of the opinion that match games between peripatetic college teams will no more be seen in North Carolina after this season, as everybody is convinced that the benefits of such contests are very slight while the evils are very great.

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## AT RECESS.

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NOT FAMILIAR.—Literary Young Man (at party)—"Miss Jones I suppose you are familiar with 'Crabbe's Tales'?" Young Lady (scornfully)—"I was not aware that crabs had tails." L. Y. M. (confusedly)—"I beg pardon, miss; I should have said read 'Crabbe's 'Tales'." Y. L. (still more scornfully)—"And I was not aware that red crabs had tails either."

DISQUALIFIED.—To be a great historian one must be endowed with what is known as the "historic imagination," but he must also be on his guard against abusing it. "John," said the teacher, "in your essay upon George Washington you say that he was not fond of fishing. What is your authority for that assertion?" "Why," answered Johnny "we have always been told that he could not tell a lie."

A BOY'S "EPOTCH."—Johnnie is a thirteen-year-old boy who wears knickerbockers, though quite a big boy for his age. As the older boys in his school arrive at the period of donning long trousers, it seems to be a matter of considerable pride to the wearer, and is the occasion of considerable "chaffing" by his comrades on his first appearance. Speaking of such occasions he referred to certain boys having lately arrived at the "epotch." Baby Annie laughed with the rest of the family at hearing the odd way he pronounced the word epoch, though she did not understand the cause of the merriment. Next day she spied one of the boys passing the window and exclaimed, "See, mama, here goes George Gales with his 'epotch' on." T. C. H.

RALEIGH, N. C., May 24, 1893.

It gives me pleasure to publish the following statement, as a matter of justice to all persons concerned. I regret that it did not reach me until *THE TEACHER* was printed to this point, which prevents its appearance in the proper place.

EUGENE G. HARRELL,  
*Editor N. C. Teacher.*

STATEMENT.

Col. A. C. McAllister was elected a member of the Board of Directors of the Normal and Industrial School by the Legislature of 1891 on March 6th. In section 3, chapter 139, Laws of 1891, it is provided that "The State Board of Education shall divide the Directors into classes of three each; the term of office of the first class shall be two years from the first day of March next after appointment, of the second four years, of the third six years. The State Board of Education, by and with the advice and consent of the Senate, shall appoint Directors to fill vacancies as they may occur by the expiration of term of office."

Colonel McAllister drew a short term when the Directors were divided into classes as provided in the law. The terms of the first expire March 1, 1894, and Colonel McAllister is a member until March 1, 1894. He was not "removed" and could not be removed by the State Board of Education.

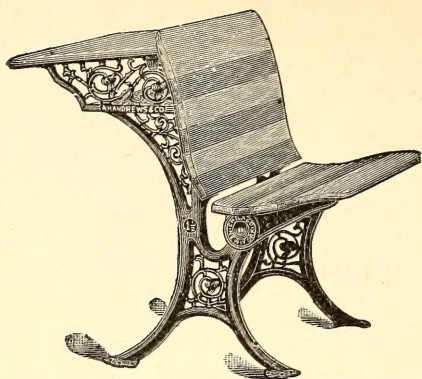
The law requires that "said Board of Directors shall consist of nine persons—one from each Congressional District."

Colonel McAllister was elected a member from the Seventh District. After his election by the Legislature of 1891, that body changed Randolph county (Colonel McAllister's county) from the Seventh to the Fourth District. The Board of Education, in making the nominations to the Senate of 1893, would have unanimously nominated Colonel McAllister to be his own successor if the law had permitted them to do so, but it did not so permit. Hence the Board looked to the Seventh District for a man to fill the vacancy. Maj. S. M. Finger was the man selected. The Senate confirmed the action of the Board of Education, and he will be a member of the Board of Directors of the school from and after March 1, 1894.

I make the above statement as an individual member of the Board of Education (being the Secretary and having charge of the minutes of said Board), that the readers of *THE TEACHER* may not, from your question in the April number, 1893, page 349, be misguided as to the action and motives of the members of the State Board of Education in failing to nominate Colonel McAllister as his own successor on the Board of Directors of the Normal and Industrial School.

JOHN C. SCARBOROUGH,  
*State Supt. Public Instruction.*





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# THE NORTH CAROLINA TEACHER.

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VOL. X.

RALEIGH, JUNE, 1893.

NO. 10.

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EUGENE G. HARRELL,

Editor.

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## THE OLD-FASHIONED SCHOOLMA'AM.

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How dear to my heart is the old-fashioned schoolma'am,  
When sad recollections present her to view;  
The way which she'd often we boys with a rule lamm  
Would make the whole future look fearfully blue.  
And still in my fancy I feel my flesh tingle,  
Time never can quite the sensation destroy,  
For when she got rattled she made the house jingle—  
The old-fashioned schoolma'am I knew when a boy.  
The red-headed schoolma'am, the strong-muscled school-  
ma'm,  
The argus-eyed schoolma'am I knew when a boy.

If we dared crook a finger 'twas quickly detected,  
And followed at once with a punishment dread,  
Until all the boys in the school half-suspected  
She could see just as well with the back of her head.  
There, then, was no use in trying to fool her,  
She had an impression we couldn't destroy,  
And so she would earnestly lay on the ruler—  
The old-fashioned schoolma'am I knew when a boy.  
The red-headed schoolma'am, the strong-muscled school-  
ma'am,  
The argus-eyed schoolma'am I knew when a boy.

And yet, notwithstanding her constant endeavor,  
Our school-days with sly, boyish pleasure were fraught,  
We always were into some mischief whenever  
We thought we could do without being caught.

We threw paper wads and were noisy and pranky,  
And did everything which we could to annoy;  
No wonder that once in a while she was cranky—  
The old-fashioned schoolma'am I knew when a boy.  
The boarded-round schoolma'am, the under-paid school-  
ma'am,  
The much-abused schoolma'am I knew when a boy.

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[FOR THE NORTH CAROLINA TEACHER.]

## THE SOUTH AS A FIELD FOR LITERATURE.

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BY R. E. WARE, PRINCIPAL CITY SCHOOLS, REIDSVILLE, N. C.

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The grand achievements of the Southern farmer are recognized wherever the cotton fabric is worn, or wherever the quiet pipe solaces the troubled mind. The unexampled bravery of the Southern soldier has won the admiration of the world. The nobility and undying devotion of the women of the South, as beautiful and lovely as they were devoted and noble, have even surpassed that of the women of Carthage who plucked their flowing locks and wove them into bow-strings for the defence of their country. Her orators and statesmen have won renown such that ancient Greece and Rome would have been proud to own. But her pauperism in literature has been equally distinctive as is her renown in other respects.

A few reasons may be briefly cited as being probably the cause of this:

1. While under the domain of England she failed to provide for the education of the American colonies. After the Revolution a few schools and universities were established, but these provided only for the few, while the masses were not only uneducated, but even without its rudiments.

2. The South had no large cities and was wholly without public libraries. It is well known that our large cities are the centres of culture and literary production. Let Mr. Cable or other author go to Boston and write a book and at once it has a wide circulation, whereas, if it had been published in New Orleans it would have scarcely been known outside the State. This is, and has been, the case in other countries. In the days of Rome a man never became famous as an author except he went to Rome.

3. The infancy of the country, the meagerness of facilities for publication, the demoralization, poverty and ruin of frequent wars, and the climate being pre-eminently adapted for farming, forced our people to agricultural pursuits. More especially was this fact noticeable at the close of the late war. Emancipation and devastation reigned throughout our sunny land. "Our young men were driven from the colleges to the corn-field, our old men were taxed with a burden that belonged not to their years."

4. Our own Southern authors did not receive the encouragement at home that they should. The works of Gilmore Simms, the South's most profuse author, and who is now being widely read, were crowded out of our libraries by those of Washington Irving. Those of Paul Hayne, the sweet singer, and Henry Timrod, our greatest lyric poet, are denied a place, while Lowell, Whittier, and Longfellow appear in gilt backs on our shelves. Our people seemed to prefer a book published in the North or in some foreign country to one printed in the South or written by a Southerner, although the former was really no better than the latter. Be this said to our shame!

But the tide is turning. As our few literary productions grow in age they increase in interest and value. Frequent attention is being called to our Southern authors and writers. The editors of the leading Northern magazines now announce with peculiar pleasure and pride, "that the next issue will contain a new Southern story."



Let us take a cursory glance at some of the writers who are delighting thousands of our readers of the great magazines. George W. Cable was the first Southern writer who won a national reputation after the war. His sketches of creole life in Louisiana have attracted much attention and are largely read. The style of the author is happy and his expressions unique. Two other New Orleans writers, Miss Grace King and Mr. Lafcadio Hearn, since the past six years, contribute regularly to *Harper's Magazine* and the new *Princeton Review*, respectively, which means a national reputation. Georgia, famous for great men and prodigies, furnishes quite a group of story-tellers. Chief among these are Richard Malcom Johnston, Joel Chandler Harris, and Harry Stillwell Edwards. Whoever reads "Dukesborough Tales," or "Georgia Scenes," will remember with delight some of these writers. Some splendid stories have recently been published in the *Century* that were contributed by Mr. Edwards. A number of other stories by Georgia authors have assumed book form and have met with encouraging sales. The Old Dominion furnishes by far the largest group of the later story-writers. Thomas Nelson Page's stories of life in Old Virginia are read with delight around every fireside. Mrs. Amelie Rives Chanler is our "American Ouida;" Miss Frances Courtney Baylor, Miss M. G. McClelland, and Miss Julia Magruder have published creditable volumes, portraying certain phases of Southern life, and also contribute regularly to the metropolitan magazines. Mr. A. C. Gordon is the latest aspirant for literary fame. He has written lately some able and characteristic sketches for the *Century*.

Tennessee and Kentucky each furnish a story-teller of national fame. Charles Egbert Craddock's stories of Tennessee mountain life are remembered with pleasure by all readers of the *Atlantic Monthly*, both on account of the thrilling incidents, the amusing vernacular of her charac-

ters, as well as the happy style of the author. Several sketches of rare charm and blue-grass freshness of Kentucky life, by James Lane Allen, have appeared in the *Harper* and *Century* magazines.

North Carolina authors, such as Caruthers, Hawks, Wheeler, Moore, Spencer, and many others, have written chiefly histories and upon historic subjects. Books of law, theology, and science, written by eminent North Carolinians are known and read throughout many of our States; but as a popular writer, "Christian Reid," the author of "The Land of the Sky," "A Question of Honor," "Morton House," "A Heart of Steel," etc., has attained most justly a reputation both State and national. Next in order to "Christian Reid" we would mention Edwin W. Fuller, the author of "Sea Gift," and "Angel in the Cloud." Whoever reads these authors is delighted, and if he be a North Carolinian his blood tingles with peculiar pride as he reads and believes they are surpassed by no Southern writer.

While North Carolina has not yet produced a Paul Hayne or a Henry Timrod, yet what State has more true patriotic poetry and song written by her own sons and daughters than has North Carolina? The February number of THE TEACHER contains a portrait of her once honored son, Judge William Gaston, than whom as Judge and jurist she has produced no superior. But perhaps long after he has been forgotten as Judge and Senator, the hearts of our youth, as well as those of our silver-haired sires and matrons, will be made to swell with peculiar pride whenever and wherever they hear sung "The Old North State." The March number of THE TEACHER contains an excellent sketch and portrait of another one of North Carolina's favorite writers of patriotic song—Rev. William B. Harrell, the author of the beautiful, well-known "Ho, for Carolina"—whose fond memory and honored name will



live forever among the beloved sons of our State. Many other gems of patriotic North Carolina songs will live in her history.

These are some of our earlier writers, but a few of our later authors would not be forgotten. Among these are Gayarre, Tucker, Kennedy and John Esten Cooke. Special attention is called to the latter, who wrote several charming romances of old colonial life in his native State, Virginia. His best books were published after the war. The principal ones were, "Surry of Eagle's Nest," "Mohun," "Hilt to Hilt," "Hammer and Anvil," all of which contain vivid pictures and thrilling stories of "those times which tried men's souls." Within the last few years fresh interest has been awakened in his works, and new editions of "Surry of Eagle's Nest" and "Mohun" have been issued.

There are many other minor authors and pleasing story-writers that have become popular among certain classes of readers besides the many historians and scientific authors of the South, but not in connection with any other writer, for he himself seemed to be isolated from everybody and belonged to no country although born and reared in the South. Is it necessary to say that I refer to the author of "Gold Bug and Other Stories," Edgar Allen Poe? The scenes of the "Gold Bug" are laid around Charleston Harbor and on Sullivan's Island. "The Raven" is known and read wherever the English language is spoken. The easy and charming style of Poe is admired by all.

It is evident, then, that the South has not been altogether barren in the field of literature. May we not hope soon for a brighter day in Southern literature? Already that day seems to be dawning. There is abundant material lying ready to be worked up. "'Twas here the battles were fought; 'twas here the experiment of slavery was tried; 'twas here our women and children underwent



peculiar trial and suffering; 'twas here the Ku-Klux Klan arose; and here the two races live." Is it a groundless prediction, then, that it is to the South that the future novelist must look for material? Are there not many choice flowers blooming untouched, fresh in their pristine beauty, waiting to be plucked by the hand of a Southern Walter Scott? "Our mountains, our valleys, our landscapes, our meadows, our woods, the worthy deeds of our heroes, the traditionary history of the aborigines, the beauty of our women, are subjects for the fancy and feeling of the poet." Already the short poems of Clinton Scollard and Robert Burns Wilson, and others, are much admired.

The progress of the South financially, educationally and religiously during the past decade is without precedent. It is to the South, too, that the capitalists and manufacturers are looking for future investments. Truly, there is no land that can compare with this fair land of ours. With the negro as a barrier to protect against the great tide of foreign immigration that is so fast sweeping over the North and West, the South bids fair to be the happiest and most prosperous nation on earth, a land flowing with milk and honey, peopled with God's own chosen race. Let our people foster and encourage Southern authorship and the South will not long be behind in the field of literature. Many young men and women are graduating from our colleges every year. To each of them let apply the words of the poet to the young men of her native State:

"You are entering from her colleges the battlefield of life,  
And their fostering care has armed you right nobly for the strife.  
Walk onward, then, to glory, seek literary fame,  
And with the pen of history write Carolina's name."

[FOR THE NORTH CAROLINA TEACHER.]

## “A—CAPE—IS.”

BY THOMAS C. HARRIS, RALEIGH.

One need not be very old to remember the old log school-house, with its rough pine benches and wide fireplace, around which the children sat and “got their lessons” in a drowsy undertone, each scholar repeating over to himself the lesson in an audible half-whisper.

This was the customary way of learning a lesson, and the effect of a dozen or more children all getting their lessons at once was a loud murmur, like a swarm of bees. More attention was given to being able to memorize the answers as given in the book than to have a clear conception of the real meaning of the answers. Many teachers made no attempt to explain a lesson, but required only a parrot-like repetition of the answers as all sufficient. Too many teachers still teach in that way, but improved methods are rapidly gaining ground.

A capital illustration of the old way is given by a public school teacher in Granville County, who told it to the writer as happening in her school.

A little girl in the geography class failed to give the proper description of a cape and was sent back to her seat to study over the lesson again. The primary geography definition was, “A cape is a point of land extending out into the sea.” Determined to fix it indelibly in her mind, she went back to her seat, placed the book on her lap and bending over it, with both ears closed with her hands to stop out all other interfering sounds, she began to repeat over in a loud whisper many times repeated, thus: “A—cape—is; a—cape—is; a—cape—is; a—cape—is,” and so on a hundred times or more, until she satisfied herself that so much of the answer was impressed on her memory.

She then proceeded to the next section of the sentence, "a—point—of—land; a—point—of—land; a—point—of—land; a—point—of—land," as many more times, to fix that much more of the answer before proceeding with the rest of the sentence.

One can readily perceive that the rapid repetition of such disjointed parts of sentences conveys no meaning whatever, yet such methods of memorizing lessons are common among children. How much better it is to explain by figures on the black-board or extemporized models, and give a child a clear perception of the true meaning, and so fix in his memory at once. In this case the teacher explained to the little girl in a way that she could understand what constitutes a cape, and she never forgot it.

Let us have always a practical method of conveying ideas to the minds of young scholars, and less of the mere committing to memory of the definitions as laid down in the text-books.

### HOW BOOK-KEEPERS ADD TWO COLUMNS AT ONCE.

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2312

3253

2610

1256

3199

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12630

To the inexperienced it will be a difficult task to add two columns at once, but many of those who have daily practice in addition find it about as easy to add two columns as one. Say 99 and 50 are 149, and 6 are 155, and 10 and 50 are 215, and 3 are 218, and 12 are 230. Carry 2, and say 33 and 12 are 45, and 20 are 65, and 6 are 71, and 30 are 101, and 23 are 126.



## THE "NEW SOUTH" NONSENSE.

[Four years ago THE TEACHER, in an editorial, denounced the malicious term "New South" which some over-zealous Northern enthusiasts were trying to slanderously rivet upon our beloved South as a new name and a distasteful evidence of reconstruction. 'Tis true that the lamented patriot Henry Grady used this term, but with a far different meaning than that afterwards given to it by fanatical politicians, and every true Southern man should most emphatically repudiate the misnomer "New South" as it is now sometimes used by ignorant speakers and writers. A marked copy of THE TEACHER containing the article was sent to every leading newspaper and prominent man in the United States, and we are glad to know that it has been doing good work. The despised term is now scarcely ever used by a public speaker who is at all in sympathy with our people and our institutions, and we take special pleasure in publishing and endorsing the views as expressed in a recent number of the *Washington Post*.—EDITOR.]

In his speech at the Grant birthday banquet last week in Philadelphia, Hon. W. C. P. Breckinridge, of Kentucky, made timely and sensible reference to the silly gush in which certain orators and writers are wont to indulge concerning the so-called "New South." Mr. Breckinridge said:

"I hear to-night of a 'New South.' There is no *new* South in a certain sense, but in another there is a *new* North and a *new* South and a *new* Republic that has emerged from these dark days of strife. We are a new people; we see each other better than our fathers did; we know each other better than our elder brothers knew, but it is the *old* South on which you are to build. It is no maudling new South, denying its heroes, on whom you are to build, but an old South, proud of its history and its people. We! We! are citizens of the new Republic, faithful to our allegiance and true to the flag. Having lost, like

gentlemen, we abide by the result of the conflict. It isn't the man who apologizes whom you need build upon; it is the man who did his best and is deuced sorry he couldn't do more who makes a foundation for a strong republic, for he feels now that this is *his* country and he will be loyal to it.

"Ever since Mr. Henry W. Grady made his first speech of 'reconciliation,' away back, years ago, we have heard of the 'New South' as though it represented a novel departure in thought, purpose and morality. The phrase conveyed the suggestion of an old South, sullen, rancorous, impracticable and reactionary—a South that hated the Union, that still dreamed of slavery, that still meditated treason.

"Time went on; the 'New South' cult extended its horizon; sentimental young men, just out of college, who had not taken part in the war and knew nothing of the feelings of those who had, joined their little trickling rills to the broad and turgid stream of hog-wash. Everybody who wanted to attract Northern attention, and, incidentally, to have himself invited to big annual dinners, rose up and delivered an impassioned and incoherent rhapsody. Pimply youth, with a flow of curdled sophomoric volubility, announced themselves as 'successors of Henry Grady.' Almost any one who could turn a resounding period, or wash a cheap idea with orioide, came forward as an apostle of the imagined dispensation."

Mr. Breckinridge, however, tells what well-informed persons have known from the beginning. There is no "New South" in the sense of a departure from and a protest against an *old* South. The best citizens of this section are those who took part in the struggle and the children who have inherited their qualities. These represent the worth, the intelligence, the patriotism and the virtue of the SOUTH. Upon their courage, devotion and fidelity the Union may safely lean. The "New South" is a phantom and never existed. Its prophets are fakirs and fanatics.

[FOR THE NORTH CAROLINA TEACHER.]

### AD AMICAM.

BY L. T. RIGHTSELL.

What though the snow upon the mountain lies,  
What though the northern blasts are whistling drear,  
And angry, rolling clouds obscure the skies?  
We know that genial summer cometh near.

And there is summer in thy soul to-day,  
In spite of tempests wild and driving snow;  
A sunshine that no clouds can drive away,  
A mind serene, though boisterous tempests blow.

Thy Southern clime may lose the charm that song  
And verse have celebrated in the past;  
But those that to thy generous heart belong  
By clouds of passion ne'er shall be o'ercast.

### A TRIP TO MARS.

A COMPOSITION BY JULIA F. DEWEY, RALEIGH GRADED SCHOOL.

On the first day of April, 1893, a party of young people left Burke Square, in the city of Raleigh, North Carolina, on an excursion to our neighboring planet, Mars. It was the first excursion of the kind to leave for that distant point, and many friends assembled to bid us good-bye and wish us a safe return.

Promptly at 9 o'clock the electric air-ship, "Eliza Pool," rose from the earth with all the ease and grace of a bird. It is a beautiful ærial vessel and moves with a velocity never before heard of on this globe, its speed being more than 1,000,000 miles a day. It is so constructed that its



great velocity only adds to the stock of electricity, which constitutes its motive power, and its speed increases with each mile traveled. As we wished to avoid stopping at the various aerial stations on the route, we took on board an electric stove and a full stock of provisions for the entire trip. Our pleasant company looked long at the earth as we ascended, and finally broke up into little groups in the different parlors, where some engaged in conversation, while others sang, played the piano, told stories, and did everything required to make us feel at home.

We desired to have someone who had great experience in traveling, and finally, without much effort, secured the services of Col. Eugene G. Harrell, who is a noted tourist and chaperon.

Our trip was one of only 34,000,000 miles, and as the "Eliza Pool" easily made 1,000,000 miles per day, we safely arrived at the planet on the morning of May 4.

As we approached, our car attracted great attention and the inhabitants flocked out to meet us and extended a cordial welcome. The first thing that attracted our attention was the flag of the country, bearing the shield and spear, floating from all the public buildings. We found the weather considerably cooler than in Raleigh, but very pleasant.

The days on the Mars are thirty-seven minutes longer than ours and the year contains six hundred and sixty-eight of their days, which comprises nearly two of our years.

This planet has a diameter of nearly 5,000 miles, and is densely populated. The inhabitants are a hardy people and live to a great age. They own the land in common and reside in very comfortable brick houses, all built after the same plan and of one story each. As this country is 141,000,000 miles from the sun its light is much less than what we are accustomed to here. The light is greatly mellowed and none of the people wear eye-glasses. The inhabitants are well educated in arts and sciences. They have

telescopes of very great power, and their astronomers had noted the departure of our ship and had carefully watched her course through the air. Their astronomers had long been watching the earth, and had very carefully observed the preparations for a visit to our neighbor. On the morning of our departure for their world, they had announced the fact in an exciting extra from their leading newspaper office, and every telescope had been constantly upon our electric car as it sped through space.

Mars dwells in perpetual moonshine, having two moons on duty all the while. Considerable traffic is carried on between the different points, sometimes by boats propelled through its great system of canals by electricity.

The people travel from point to point by air-ships, some of which carry only two or three people, but there are others which carry large numbers of passengers.

The people live on fish and vegetables of a rare and indescribable kind, and have an abundance of ice all the year round.

The country is ruled by women entirely, though not indirectly as here. The queen is elected by the women by ballot and no male is allowed to vote. She is quite a nice-looking woman and is always addressed as "Your superfluous majesty."

She makes all the laws of the country and renders all the decisions of the court.

Every man is required to marry as soon as he reaches twenty years of age, and if he fails or refuses to do so he is banished to the coal mines in the mountains for three years and kept at hard labor. If his wife dies, he is required by law to marry again in thirty days.

The women get up all the entertainments and invite their gentlemen friends.

The cooking, heating and lighting are done by electricity.

The language spoken is a mixture of the American tongue and local dialect, *but mostly* American, as the people



realize that the language of the greatest of all people is destined to become the language of the Universe. The inhabitants were very kind and polite to our party, and showed us great attention.

After spending a month with these most hospitable people, who loaded us with souvenirs of their most interesting country, we again took passage on the "Eliza Pool" and reached Raleigh without a single accident or case of sickness.

This *is* the first trip from Raleigh to Mars and *was* greatly enjoyed by each member of the party.

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### HOW IT IS DONE.

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There are experts who can add very rapidly. The best of them, however, cannot add up a column of *ones* any faster than you can. Here is how some of the "rapid addition" is worked. The "professor" writes a line of figures, then another, and so on. The second line, however, added to the first makes *nines*, except at the extreme right, where the two figures add to *ten*. The third and fourth bear the same relation, and as many more as he chooses to put down. The last two lines, however, are put down at random. Now, to add these columns, he begins anywhere, perhaps at the left hand side, putting down 2 (the number of *pairs* above), then by simply adding the two bottom lines, he gets the correct sum. Try this. If your pupils do not "get the idea," you can use it to much advantage in drilling them in addition, without having the labor of adding long columns yourself.



### THE TEST OF CRITICISM.

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There is no surer test of a man's nature than the spirit in which he receives criticism.

One whose interest in his work is personal, and lies rather in a pride in his way of doing it than in the supreme excellence of the thing done, resents criticism as an attack on himself. On the other hand, one whose chief interest is in the work, and not in himself, welcomes criticism because it may help him to secure a higher degree of efficiency.

It is one of the truisms of life that nothing remains stationary; that new times not only demand new men, but new methods. One constantly hears the older men saying in every department of work, "Things are not done as they were thirty years ago." There is a constant progression or expansion. Nothing remains as it was; least of all those tasks to which men set themselves.

The master workman, therefore, is not he who remembers most perfectly the lessons of his youth, but he who continually holds his skill open to the suggestions of new teaching; who does not base his supremacy on what he did ten years ago, but on what he is able to do to-day. The man who cares supremely for his work, and only secondarily for his method, is the man who will always keep in line with the improvements in his own department. He will always make use of the latest and best method. His constant study will be to improve on his present way of doing things; and the result of that study will be the obliteration of the "dead-line" in his case, the steady increase of his efficiency, and the maintenance of his supremacy to the very end.

This is only a new illustration of the old law that he who would save his own life must lose it. The man who

forgets most completely his own vanity, and, in a sense, his own interest in the accomplishment of his work, and identifies himself with the work, secures in the end the very highest personal returns from that work, because by his very self-abnegation he makes himself a master of his craft. The great workmen have found their delight in their work, not in the recognition of it nor in the material rewards of it, though these are never unacceptable.

The joy of life is in doing, not in getting things done. No sooner is one thing done than an active spirit presses on to another, never satisfied and never resting, because the things that he does are perishable, while he himself is imperishable. The secret, therefore, of noble workmanship in any department is to feel that the doing of the work is the great thing, and the reward merely secondary, and so always to keep one's self open to every hint of a better way, from whatever source it comes. Gratitude for criticism is one of the highest expressions of a really fine nature.

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## VACATION PREPARATION.

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BY E. H. ATWOOD.

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Preparation for teaching is needed to achieve success. The minister, doctor and lawyer have it, so must the teacher. Tired and worn out as we are when closing the school-room door, it seems as if the burden is greater than we can bear. But do we not make it heavier by doing much of our work at the *wrong* time?

Every *successful* farmer during his leisure is making "preparation" for his summer's work. He enlarges his wood pile, sees to it that his mower, reaper and other machines, his tools, and implements are repaired. Nor is

this all; having *done* everything possible, he then "sets to work," and *thinks*, "Had I better put potatoes in the corner lot?" "Do I not need more lime on my farm?" "Will I get a better yield by drilling my wheat?"

His plans thought out, his little repairs completed, he proceeds to work. Would his work have been any lighter, or done any better had he rested, by doing nothing from December to March? Haven't we leisure time when "our" planning may be done?

We have—our summer vacation. We have no minutes in the school-room for *wasted* efforts. Then, too, it is so hard to plan while teaching. The vitiated air, petty annoyances, and amount of work are hindrances hard to overcome.

But how changed everything seems when God's fresh air and bright sunshine are doing better work than the doctors.

And since our vacation thoughts are our best thoughts, would it not be a good idea to put them on paper, and like the prudent housewife find ourselves with a good stock of "preserves" on hand? True, we may not have use for all, but far better to have more than enough than less.

Thoughts on paper, like preserves "well done up" will keep.

Preparation is needed for that upon which activity, obedience and love for the school depend, viz.: Busy work. Let us for this plan thoughtfully, liberally and well. Vacation is a good time to prepare cards, "busy programmes" and numerous other kinds of "desk" work, many of which may be taken from the educational journals.

Preparation for the child *out* of the school-room. At noon, recess, on the play-ground. This must not be overlooked, as the majority of troubles come during play hours.

Preparation of the teacher. Much might be said here, but in whatever way we choose to fit ourselves for the work,



let us see to it that we enter the school-room this fall cheerful and feeling like work. Wholesome food and plenty of exercise in the open air will do much in this direction.

There are three reasons why we should prepare—

1. Having such a *large* bank account from which he may draw from at any time, gives a consciousness of power so necessary in the school-room.

2. Allowing the teacher time for thought, concentration of force and discipline is highly productive of results.

3. It saves time, gives the teacher a chance to prepare for his profession by study, which cannot very well be done when the time is mostly taken up in planning for the school—*School Journal*.

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### WHY IS IT?

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Why is it that a body of school teachers are so undemonstrative?

The most eloquent speaker in the land can hardly extract applause from them. They will often sit like so many tombstones, without thinking that a little applause would revive and encourage the speaker.

The president of a teachers' convention asked for opinions on corporal punishment, and other points on various subjects, and it was like drawing teeth to get an opinion out of them. Now, why should this be true? Are they too ignorant to talk on such subjects? We do not believe this. Is it not true that there are teachers in the land who have taught for years and never have spoken a word before an assembly of teachers?

The writer is acquainted with such characters, and is free to confess that if these particular teachers had their just dues they would be consigned to the waste-basket. They are too modest for any use.—*Western School Journal*.

## THE TEACHER'S "RESTING SPELL."

Teachers cannot over-appreciate their free Saturdays and the two long months of holiday they enjoy in the summer. It is none too long, we agree, but how many there are—brainworkers too—who have to content themselves with a very short vacation, after working six days a week all the year. It is true that there are few kinds of work as wearing as teaching and that few teachers could bear the strain of a longer teaching year. Fortunately there is no need that they should do so.

We trust the time will come when two hours a day for five days a week during nine to ten months a year will be considered enough time for one person to spend in actual class teaching. Then the teacher will be able to fully prepare her work without impairing her strength.

Meantime, teachers very generally need to grow up to an adequate notion of what it *is* to prepare a lesson so that it may be given once for all and become a "known" for future "unknowns" to be linked with.

Progress moves along on parallel lines, a little on this and a little on that. Keep your line moving, teachers. Keep on improving your work, and your conditions will improve. Devote a part of the precious summer vacation to the collection of material for "nature lessons." What more healthful recreation can you devise? The average summer school lasts three weeks. You could spare that, enjoying change of air and scene all the time, and still have a long resting space to "forget school" and thoroughly enjoy your novel and your hammock or your gay mountain parties. Ambition will be served and your love for your work increased by the summer school.

But, above all things, realize that it is a very great, if a well earned, *privilege* to have all this care-free time.—*School Journal.*



## SHOULD FAITH BE KEPT WITH SCHOOL TEACHERS?

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There was a time in the history of the world when men in high position declared that faith should not be kept with heretics. Is it possible that there are to-day in North Carolina men in high position who believe that faith should not be kept with school teachers?

In diverting the Greensboro Normal and Industrial School from its legitimate purpose into a big boarding-school run by the State, Major Finger and President McIver have sorely disappointed the teachers of North Carolina, and nothing but a radical change in their policy can relieve them from the severest censure in the future.

After repeated attempts to secure the establishment of a Normal College in North Carolina, the Teachers' Assembly, in the summer of 1888, appointed a committee to wait upon the General Assembly which should convene the following winter, to urge the passage of a bill appropriating money for this purpose. Mr. Charles D. McIver, a teacher at Peace Institute, was a member of that committee, and continually and persistently labored for the passage of the bill which was presented. Mr. McIver's constant apology to the members during the session for his importunity was that he represented the North Carolina Teachers' Assembly and spoke in behalf of the teachers of that body. The bill for which he labored so earnestly was known as Senate bill 343, House bill 1041—session of 1889. This bill contained the following clause:

Section 7. "THE PRIMARY OBJECT OF THE INSTITUTION SHALL BE TO TRAIN TEACHERS IN THE SCIENCE AND HISTORY OF EDUCATION AND IN METHODS OF TEACHING."

Major S. M. Finger, the State Superintendent of Public Instruction, in a letter to the *News and Observer* of Feb-



ruary 10, 1889, while the bill was before the General Assembly, wrote as follows concerning it:

"This bill has the hearty endorsement of the Teachers' Assembly, which is composed of about two thousand teachers of all classes. \* \* \* They are noble and earnest men and women, and *for the third time* they have made to the Assembly their recommendation embodying *the ideas in this bill*.

\* \* \* They want \* \* \* three things—

1. A school in which our noble and earnest young women (and young men, too, but mainly young women) MAY LEARN HOW TO IMPART INSTRUCTION AND HOW TO MANAGE A SCHOOL, AND SOMETHING also of subjects.

2. A thorough system of county institutes.

3. A uniform system of examinations.

"If the General Assembly will pass this bill, not only will the young ladies who appeal so strongly for help, have a school in the State WHERE, FREE OF TUITION, THEY CAN LEARN THE ART AND SCIENCE OF TEACHING, but we will have the best of Institutes, etc.

"Is it not a reasonable request that the persons who have so much experience in teaching, the live teachers of the Teachers' Assembly, should be allowed to direct how so small a portion of the public school money shall be applied FOR THE TRAINING OF TEACHERS? Surely, no such modest request would be denied to so large a body of any other profession. \* \* \* BEFORE THE WRITER WAS SUPER-INTENDENT AND EVER SINCE HE HAS WORKED DILIGENTLY FOR SUCH A SYSTEM. He has the most implicit confidence in its beneficial effects, and if there is anything he would beg the Assembly to grant, it is the passage of this bill."

In the early part of the session of the General Assembly of 1891 a bill for a Normal College was again presented. Any one who will read both documents will see that the bill of 1891 was drawn with a copy of Senate bill 343 of 1889 open before the writer, and all the provisions of the

bill are practically the same, some additions being made in order to embody the petition from the King's Daughters.

Notwithstanding the slight change in the phraseology of the present law, the primary object of the institution must still be to train teachers in the science and history of education and in methods of teaching. This would be the bounden duty of the managers, even if nothing whatever were said in the Act about the object of the institution, and this must be the case until the managers can induce the General Assembly to drop the word "Normal" from the name of the institution. It is as much the business of every Normal school to teach all its pupils how to teach, as it is the business of a medical school to teach all its pupils how to cure diseases, or of a law school to teach all its pupils principles of law and the proper conduct of cases. And yet it would be interesting to know what was the object of the change in the workings of the institution as to its primary objects. Were visions of long rows of hundreds of boarders whom one of them was to feed even then dancing before their sparkling eyes?

Major Finger and Mr. McIver both knew very well what the members of the Teachers' Assembly wanted, and they gained access to the members of the General Assembly as representatives of that body. In drafting the bill of 1891, did they deliberately plan the establishment of an institution of a totally different character? If not, let steps at once be taken to reorganize the institution on its proper and lawful basis.

The president of the institution while in Raleigh lobbying in the interest of the bill had his hotel expenses paid by the Teachers' Assembly, although he was at the same time being paid by the State for Institute work. If he persists in his present course will the teachers not have a double cause of complaint against him?



Unless Messrs. McIver and Finger are willing' to subscribe to their own shame of having wilfully deceived the teachers who trusted them and furnished one of them with money to pay expenses while fighting their cause, they must be forced to the admission that the primary object of the Greensboro Normal and Industrial School is to train teachers how to teach. Let them, then, stop the miserable farce of granting life license to teach, with general certificate as to acquaintance with the history and science of education and methods, to young ladies who have spent on recitation therein only seventy-two hours in eight months! Let them go to work in earnest and employ experts to do the work that the Teachers' Assembly demanded, and devote less time and money toward providing dormitories for more boarders in the State boarding-house.

THE NORTH CAROLINA TEACHER has been for ten years advocating and working for a State Normal School that would take our educated young women and train them thoroughly in the whole science and art of teaching, having daily practice with children under the careful direction of an expert. We have had only the interest of our girls at heart, well knowing that those who were trained in such an institution would have no difficulty in securing the very best positions to teach in any school and would command a salary of \$40 to \$50 a month. We have the same patriotic interest in the success of the girls in the school at Greensboro, and it is truly disappointing to us to see the primary object of the institution subordinated to simply a seminary course, as we well know that a girl whom Mr. McIver now graduates as a teacher for life, having had but about seventy-two hours study of a very few textbooks on teaching, and no practice whatever with children, will be discouraged when she applies for a position in a first-class school, and finds, upon examination as to her



knowledge of teaching, that she is rejected entirely, or is offered a salary of only about \$15 or \$20 a month.

We have secured for our girls over three hundred positions to teach, and we fully understand what qualifications are required in a teacher, and a real Normal School should prepare an educated girl to meet the demand. The graduates of the Greensboro school will be disappointed in their school work, and the fault is upon the management that is giving the girls an ordinary seminary course instead of the so much desired *true preparation for teaching*—the young women “ask for bread and are given a stone.”

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### YOUR FIRST DUTY.

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My friend, it is your duty to be happy—not to *say* that you are, but to feel it, to live it. If you wait for all things to be smooth, and life to be cleared of every snare, the light of gladness will never penetrate your heart.

One wiser than you or I has said that He will “temper the winds to the shorn lamb.” Surely you can trust Him to send no affliction which is too great for you to bear. The sole question is: Will you do *your* part? If you can answer this in the affirmative, and have your life conform to that standard, it will matter little if winds of winter blow, or blossoms and sunshine of spring make glad the earth.

It is your duty to be good—to be kind, patient, thoughtful, helpful. I cannot see how any person can be truly good without being at the same time happy. Clouds of sorrow may thicken about you, tempests of evil may beat upon your sails, billows of temptation may roll down upon you in mad fury, as if to destroy, but to the soul which *does its best* a voice softly whispers: “ALL IS WELL,” and the heart is happy.—*Woman's Work.*

## IN THE SCHOOL-ROOM.

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### "WOMAN'S SPHERE."

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They talk about "a woman's sphere"  
As though it had a limit;  
There's not a place in earth or heaven,  
There's not a task to mankind given,  
There's not a blessing or a woe,  
There's not a whisper, "yes" or "no,"  
There's not a life, or death, or birth,  
That has a feather's weight of worth  
Without a woman in it.

—*Selected.*

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### TO BE A GOOD NEIGHBOR.

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To be a really good neighbor demands the possession of many excellent qualities—tact, temper, discernment and consideration for other people's feelings; and if we possess all or some of these qualities, innumerable and never ending are the benefits we may confer on each other and a great deal of pleasure will be the result.

But because we are neighbors, we need not necessarily be close friends. We may be friendly enough to enjoy the pleasure of doing them little kindnesses and receiving the same in return. Being kindly disposed to all by no means implies that our house is to be open from morning till night to visitors. The typically good-natured person, who is at every one's beck and call, is likely to be greatly imposed upon and to please no one really; one must be able to say "No," and to decline being made use of by every one.

A PATH TO THE THRONE.

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Sometimes we are puzzled to remember how Queen Victoria came to inherit the throne of England. We remember that she was the daughter of the Duke of Kent, the niece of her immediate predecessor on the throne. Here is a paragraph for your scrap-book, giving the names of the lines of rulers through whom the simple-hearted daughter of the wise Duke and Duchess of Kent came to the English throne: Queen Victoria is the niece of William IV., who was the brother of George IV., who was the son of George III., who was the grandson of George II., who was the son of George I., who was the cousin of Anne, who was the sister-in-law of William III., who was the son-in-law of James II., who was the brother of Charles II., who was the son of Charles I., who was the son of James I., who was the cousin of Elizabeth, who was the sister of Mary, who was the sister of Edward VI., who was the son of Henry VIII., who was the son of Henry VII., who was the cousin of Richard III., who was the uncle of Edward V., who was the son of Edward IV., who was the cousin of Henry VI., who was the son of Henry V., who was the son of Henry IV., who was the cousin of Richard II., who was the grandson of Edward III., who was the son of Edward II., who was the son of Edward I., who was the son of Henry III., who was the son of John, who was the brother of Richard I., who was the son of Henry II., who was the cousin of Stephen, who was the cousin of Henry I., who was the brother of William Rufus, who was the son of William the Conqueror 800 years ago. Her son, the Prince of Wales, will be King of England and Emperor of India, for Queen Victoria was the first to unite the two countries under one civil government, though England has controlled India for a hundred years. England and Scotland were united under



King James the First, because he was heir and inherited both thrones. Queen Victoria inherited the throne of England, but acquired that of India, her son and heir will inherit both.

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### A FEW WORDS WITH TEACHERS.

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In addressing the teachers attending an Institute in Western New York lately, Dr. Milne said in effect: If one desires to be respected he must first show that he respects himself. When I take up the roll of the instructors of the youth in this county I find that just as in other counties, the Katies, the Matties, the Saties and all that diminutive class of people are here. I wonder how these teachers expect their scholars to place any confidence in them when they advertise their littleness so prominently. Don't! Don't!

Then, too, I find here and there a fellow who parts his name in the middle to match his hair and the bifurcated garments he wears. To me it means a lack of gray matter. To a candidate for governor of the State of New York, who so divided his name, and whom I knew as a collegian, I said, you will regret it before November, the plain people will not stand it, and they did not. If from a mistaken feeling of affection your parents have labelled you with an undignified name change it; the law allows you to do so.

From these men of education and sense we may summarize these maxims:

1. Let the diminutive name of children if ever used become obsolete after their 12th birthday.
2. Call the children of no other family but your own by a pet name.
3. What you demand for yourself from the little ones in the way of respect pay to them in the same coin.

It grates on the sensitiveness of a young fellow of sixteen to be called Eddie. It is only a step from Willie to "Billy the Kid," a cognomen from the thief's vocabulary.

### NOT TO BE DISLIKED.

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Don't dislike the woman who is prettily dressed; she is not of necessity a fool.

Don't dislike the book that is interesting; it is not bound to be trash.

Don't dislike the music that is catching; it has a much greater mission than any of Wagner's operas.

Don't dislike the woman who changes her mind—be thankful that she knows when she makes a mistake.

Don't dislike men who dress well and are good mannered; it is just possible that they are gentlemen.

Don't dislike children; remember, somebody had to bear with you once.

Don't dislike anything except that which is mean, low, vulgar and wicked.

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### ORIGIN OF THE WORD "MONEY."

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In tracing out the origin or derivation of the word "money," you find it is from the Roman word "Moneta," because the first regular coins of the Romans were "struck" in the temple of Juno Moneta. The word "coin" is no doubt from the Latin "cuneus," meaning a die or stamp. Many coins are so called from their original weights, as the English "pound," the French "livre," and the Italian "lira."

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IT IS STATED that although the college men in the United States are only a fraction of one per cent. of the voters, yet they hold more than fifty per cent. of the highest offices.

## OUT OF THE ORDINARY.

SOME insects are in a state of maturity thirty minutes after birth.

THE Columbia river is so clear at low water that salmon fishing can only be successfully conducted at night.

THE most violent thunder-storms in the world occur in French Guiana. The thunder there in an ordinary storm is almost deafening, while peal follows peal in quick succession.

IN the museum of the Dead Letter Office at Washington, D. C., there is a piece of parchment upon which is penned a copy of the Lord's Prayer, written in fifty-four different languages.

WASHINGTON died shortly after 11 p. m., Saturday, December 14, 1799, the last year of the century, the last month of the year, the last day of the week, and within the last hour of the day.

IT is related as a curious fact that Paris, with a population of 2,500,000 souls, has less than 100 Negroes within its limits. Statisticians say that the whole of France cannot muster a Negro population of 500.

A CURIOUS fact in the early history of pins is that when they were first sold in "open shop" there was such a great demand for them that a code was passed permitting their sale only on two days of the year—the 1st and 2d of January.

WASHINGTON is the only city of its size in the United States which has no factory girls. Women who earn their living there are principally in politics, though there are a few employed in retail stores, photographic studios and private offices.



## COST OF LIVING, DYING, GETTING MARRIED AND GETTING DRUNK.

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The investigations of an inquiring statistician have brought out the fact that getting born costs the people of the United States \$250,000,000 annually; that the total expenses of getting married are \$300,000,000, and that getting buried costs \$75,000,000. The addition of the fact that getting drunk costs us \$900,000,000 per year adds a new and sarcastic impressiveness to the admonition: "With all thy getting get understanding."—*Pittsburgh Dispatch*.

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## REACHING THE SUMMIT.

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"I think I am getting along," remarked the Reformed Reformer. "I wrestled with myself for three years and learned to keep my word; five years more of hard fighting enabled me to keep my temper, and I have been at it two years now, and hope soon to learn how to keep a lead pencil during business hours."

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THE RUINS of the palace of the Queen of Sheba have not been found in Mashonaland, whence the wonderful gold of Ophir is supposed to have come. But the Zimbali ruins show that this strange country was once the scene of a mighty civilization.

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A MAN THAT puts himself on the ground of moral principle, if the whole world be against him, is mightier than all of them. A man ought not to fear being in minorities, so that minorities are based upon principles.—*Beecher*.

# North Carolina Teachers' Assembly.

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## ORGANIZATION 1892-'93.

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JOHN J. BLAIR (Superintendent Winston Graded Schools), President.

EUGENE G. HARRELL (Editor N. C. TEACHER), Sec. and Treas.

MISS MATTIE WHITAKER (LaGrange), Director of Music.

MISS MAMIE ROBBINS (Raleigh), Director of Music.

EDWARD E. BRITTON (Roxboro), Chairman Teachers' Bureau.

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### VICE-PRESIDENTS:

1. B. F. DIXON,	Greensboro.
2. ALEX. GRAHAM,	Charlotte.
3. F. P. HOBGOOD,	Oxford.
4. L. L. HOBBS,	Guilford College.
5. LOGAN D. HOWELL,	Tarboro.
6. ROBT. BINGHAM,	Asheville.
7. MISS BESSIE WORTHINGTON,	Rocky Mount.
8. MISS LIZZIE PORTER,	Asheville.
9. M. C. S. NOBLE,	Wilmington.

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### EXECUTIVE COMMITTEE:

JOHN J. BLAIR, <i>ex officio</i> , Chairman,	Winston.
EUGENE G. HARRELL, <i>ex officio</i> , Secretary,	Raleigh.
C. B. DENSON (Raleigh Male Academy)	Raleigh.
J. Y. JOYNER (Superintendent Graded Schools),	Goldsboro.
WASHINGTON CATLETT (Principal of Academy)	Wilmington.
CHAS. D. MCIVER (Pres't Normal and Industrial School),	Greensboro.
J. T. ALDERMAN (Superintendent Graded Schools),	Reidsville.
JAMES DINWIDDIE (President Peace Institute),	Raleigh.
T. J. DREWRY (Horner School),	Oxford,

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### COUNSELORS:

Each County Superintendent in North Carolina.

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### TENTH ANNUAL SESSION:

ASSEMBLY BUILDING, Morehead City, N. C., June 20 to July 3, 1893.

## PROGRAMME.

## TUESDAY, JUNE 20.

Teachers and their friends leave for the Assembly and arrive at Morehead City at 7:40 P. M.

## WEDNESDAY, JUNE 21.

10:30 A. M.

OPENING ADDRESS, . . . . HON. A. M. WADDELL, Wilmington.  
Annual Report of Secretary and Treasurer.

4 P. M.

Complimentary Sail to the Assembly by the boatmen of Beaufort and Morehead City.

8:30 P. M.

ANNUAL ADDRESS, . . . . . President JOHN J. BLAIR.  
Appointment of Special Committees.

## THURSDAY, JUNE 22.

10:30 A. M.

PHYSICAL CULTURE, . . . . MISS CORINNE HARRISON, New Bern.  
"EDUCATION THE MIGHTIEST FACTOR IN THE DEVELOPMENT AND  
ELEVATION OF MAN," . . . . Superintendent F. H. CURTIS,  
Shelby Graded Schools.

8:30 P. M.

ADDRESS, . . . . . HON. JOHN C. SCARBOROUGH,  
State Sup't Public Instruction.

## FRIDAY, JUNE 23.

10:30 A. M.

"SCHOOL SAVINGS BANKS," . . . . . MR. E. E. BRITTON,  
Roxboro Institute.

8:30 P. M.

Inter-Collegiate Oratorical Contest for the Assembly Gold Medal.

## SATURDAY, JUNE 24.

8:30 P. M.

Literary and Musical Entertainment, . . . . . THE ASSEMBLY.

## SUNDAY, JUNE 25.

Religious Services morning and evening in the Assembly Hall.



**MONDAY, JUNE 26.**

10:30 A. M.

PHYSICAL CULTURE, . . . . MISS CORINNE HARRISON, New Bern.

ADDRESS, . . . . . Superintendent LOGAN D. HOWELL,  
Tarboro Schools.

3:30 P. M.

Annual Meeting of County Superintendents.

8:30 P. M.

ADDRESS, . . . . . REV. JOHN W. CLEWELL,  
Salem Female Academy.**TUESDAY, JUNE 27.**

10:30 A. M.

"OUR PUBLIC SCHOOLS AND THEIR WORK."

Programme of Papers and Discussions under the entire management  
of the Association of City Superintendents.

8:30 P. M.

Instrumental Music Contest for the Assembly Gold Medal.

**WEDNESDAY, JUNE 28.**

"COLLEGE ASSOCIATION DAY."

10:30 A. M.

The Subjects: "A COLLEGE EDUCATION—WHAT IS IT"? and "THE  
VALUE OF A COLLEGE EDUCATION" will be discussed.

8:30 P. M.

"THE SOCIAL AND BEAUTIFUL IN COLLEGE LIFE,"

PROF. E. A. ALDERMAN, Chapel Hill.

**THURSDAY, JUNE 29.**

"MODERN LANGUAGE AND LITERATURE DAY."

10:30 A. M.

MYSTERIES, OLD AND NEW, . . MR. HOWARD A. BANKS, Charlotte.

ENGLISH PHILOLOGY, . . DR. FRANKLIN DAVIS, Guilford College.

8:30 P. M.

"POETRY IN EVERY-DAY LIFE," . . . DR. C. ALPHONSO SMITH,  
Greensboro.**FRIDAY, JUNE 30.**

10:30 A. M.

Annual Election of Officers of the Assembly.

**SATURDAY, JULY 1.**

8:30 P. M.

Literary and Musical Entertainment, . . . . . THE ASSEMBLY.  
Closing Remarks and Exercises.**ADJOURNMENT.**

ALL PAPERS are limited to twenty minutes, and each speaker in general discussion is limited to ten minutes. It is earnestly desired in the greatest interest of our schools that there will be full and thorough discussion of every subject claiming attention of the Assembly.

THE SPECIAL Literary and Musical Entertainments during this session will be of an unusually high order of merit, as the programmes will be under the entire management of Misses Whitaker and Robbins, who are two of the most accomplished musicians in North Carolina.

In addition the regular programme, addresses are expected from a number of prominent North Carolinians, including Gov. Elias Carr, ex-Gov. Thos. J. Jarvis, Hon. Octavius Coke and others.

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### ASSEMBLY NOTES.

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THE EXECUTIVE COMMITTEE has given you a splendid programme, and no progressive teacher can afford to lose any part of it.

THE ENTIRE session of the Assembly will have bright moonlight nights. This means many delightful moonlight sails with sweet accompaniments of merry voices, charming companions, soft music and happy hours! The whole fleet of beautiful, graceful sharpies has been arrayed in pretty summer attire of new paint and new "white wings" specially for the Assembly occasion.

A NUMBER OF prominent music teachers in the State desire to organize at this session of the Assembly a "Music Association of North Carolina," and they desire that a special "Music Day" shall be given the Association on the Assembly programme next year. The Assembly will most heartily co-operate with the music teachers in their efforts to effect such an organization.

# EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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WE WISH that every teacher may have a happy vacation, and that at least some portion of the resting time will be given to careful preparation for even better work in the school-room next fall.

WE HAVE CLOSED our discussion of the Normal and Industrial School for the present, and our friends on the other side may now pile the abuse on us as much as they like. We don’t mind it at all.

THE ELECTION of Prof. Edwin A. Alderman as a member of the Faculty of our University is an honor both to him and to the institution. It is a worthy tribute to broad and liberal scholarship, State pride and the highest gentlemanly characteristics.

OUR STATE UNIVERSITY has conferred upon Mr. Chas. D. McIver the degree of *Doctor of Letters*. We have no idea where the University found the degree to confer, as it does not appear in Webster’s International Dictionary, and nothing like it has ever before been conferred by the University.

“THE MCIVER organ,” an obscure little sheet known as *The Patron and Gleaner*, published somewhere in Northampton county, has succeeded in making itself notorious and infamous by a senseless attack upon the Governor, State Superintendent, and all members of the State Board



of Education in its issue June 1. The fanatical little sheet claims to be mortally offended because the State Board of Education saw fit to adopt text-books for the public schools! Mr. McIver claims to be a politician and he ought to watch his editor more closely. It is quite evident that the editor, whoever he may be, is obeying his master's orders very faithfully. We make no charge for this advertisement of *The Patron and Gleaner*.

THE NORTH CAROLINA SPELLING-BOOK, which has been adopted by the State Board of Education for use in all the public schools of North Carolina, is destined to be one of the most popular school-books ever published in the South. The first edition of the speller was quickly sold, and the second edition has just come from press to meet the demand of our summer schools. The book is popular alike with both the public and private school teachers, and in a short while it will be the only spelling-book used in North Carolina schools. The speller is supplied to schools at twelve cents a copy in exchange for the old spelling-book now used by the pupils, and this low price is made in order that uniformity may be secured as quickly and cheaply as possible.

THE DIRECTORS of the Normal and Industrial School recently held a meeting at Greensboro and, after reading THE TEACHER, they prepared elaborate "Preambles" complimenting themselves and then adopted several "Resolutions" written by and endorsing themselves and their management of that institution! We have no comments to make upon this unparalleled proceeding. None are necessary. The resolutions did not reply to a single criticism of their official "report" to the Legislature except to say that the "report" was not intended to be a report, and to charge that all persons who had examined and criticised that *public* document were dishonest! Well! well! well! We believe

the Directors of the Normal and Industrial School, Female Seminary and State Medical College for Girls, to be good and true men, and of course their own resolutions ought to endorse them.

THE LAW says that "board shall be furnished the pupils" in the Normal and Industrial School "at actual cost, not to exceed \$8 a month." We have been told that the board does not cost over \$7 a month, and yet Mr. McIver makes every girl pay \$8, the maximum amount. Major Finger and Mr. McIver now reply in substance (*Webster's Weekly*, May, 1893): Yes, we have charged these girls more for board than it costs, contrary to law, but since you have caught us we propose to return the overcharge to the girls at the end of the term!! Did anybody ever before hear of such a ridiculous and improbable proposition, or such absurd management of a public institution? Was any money overcharged the girls for board returned to them at the end of the term? We did not hear of such a thing being done?

MAJOR FINGER, ex-Superintendent of Public Instruction, asserted publicly in a speech on February 21, that North Carolinians who made suggestions as to the management of the Normal and Industrial School, a public institution, were "interfering with the business of the State"! This is the most monarchical statement that we have ever heard in a free land. The people who pay for the support of public institutions have a sacred right to investigate the management of such institutions, and the people of North Carolina will always exercise that right, notwithstanding the edict of Major Finger to the contrary. No public institution which is properly managed has any cause to fear or object to proper investigation. The Normal and Industrial School belongs to the people, and not to Major Finger or any other individual.

MR. MCIVER, President of the Normal and Industrial School, tried many newspapers in the State to secure some-



body who would publish his suggestions in regard to the mismanagement of the Normal and Industrial School. Be it said, to the everlasting credit of the purity of the press of North Carolina, that no leading journal would fall into his trap and publish his "personally conducted" articles. He succeeded, however, after long searching, in securing an advertising sheet called "The Patron and Gleaner," published somewhere in Northampton county, which, perhaps for a price, consented to attend to this little job for Mr. McIver. It has faithfully done his work, and Mr. McIver ought to be perfectly satisfied and happy.

THIS NUMBER closes the tenth volume of THE NORTH CAROLINA TEACHER. For all these years it has labored faithfully solely in the interest of the teachers and schools of our State, and we have the satisfaction of knowing that our work has not been altogether unsuccessful in this direction. THE TEACHER has never had occasion to change its name, its style, or its policy, as we have considered and now firmly believe that in these original characteristics THE TEACHER is good enough, and thus we shall continue; although it is now, and has always been, our constant effort to steadily improve the quality and value of the material that the journal endeavors to furnish its readers. We are under many obligations to the thousands of strong friends who have so heartily sustained THE TEACHER, both in subscriptions and their good will, and with great pleasure we hope to greet them in a new volume at the beginning of the school year in September. In the meantime we hope to meet great numbers of our friends in the Assembly at Morehead City in June.

THE TEACHERS' WORLD'S FAIR PARTY will consist of the largest body of selected people ever to make a tour from North Carolina. It will also be the largest party of teachers and their friends to visit the Exposition from any State in the Union. Our special World's Fair trains



will leave Raleigh for Chicago at 7 o'clock A. M., July 20, and at 2:30 P. M. next day we will be comfortably located in our quarters in Chicago. Members of the party may board the trains at any of the following points: Goldsboro, Raleigh, Durham, Greensboro, Charlotte, Asheville, Salisbury, Rock Hill, S. C., Spartanburg, S. C., Danville, Va., Charlottesville, Va. Tickets will be furnished on the train after leaving Raleigh, Greensboro and Charlottesville, Va., and no passengers will be admitted to our trains after leaving Charlottesville. Sleeping-cars will be on the trains from Charlottesville to Cincinnati, price of a double berth, \$2.50. Sleeping-car accommodations will be provided only for persons who notify us not later than July 1 that they will be wanted. Two persons may occupy a berth and thus reduce the expense one-half to each. Members of our party will see the Exposition and Chicago for about \$50, which will include all expenses, and no other person can make a trip similar to ours without a cost of \$100 or more, besides being subjected to unlimited crowding and other inconvenience along the journey. Places with the party can yet be given to a very limited number of persons if application is made at once.

THE EDITOR attended the commencement exercises of the "State Normal and Industrial School" at Greensboro on May 24. It was our first visit to the school, and we were very favorably impressed by the convenience of the buildings and the excellence of the location. Much to our surprise there were very few visitors present, and in the morning the space in the hall reserved for visitors was not over one-third filled; in the evening the space was about half full. The public exercises were very good, particularly the essays and the singing by the Glee Club and the excellent addresses by Governor Elias Carr, Ex-Gov. Thomas M. Holt, Hon. John C. Scarborough, Col. A. Q. Holladay, and others. Mr. McIver stated that the school had attained

phenomenal success *without any advertising*. He seems to have forgotten that he, with another member of his Faculty, had been paid \$12,000 of the State school funds during the past three years mainly for advertising the Normal and Industrial School in every county of North Carolina! No other educational institution in the South has had such persistent, constant and expensive advertising as has the Normal and Industrial School. We learned that the graduates of the institution had done but seventy-three hours study of the subject of teaching during the entire term! After this insignificant amount of study, with only a very few text-books on the subject of teaching, Mr. McIver had graduated these girls as *teachers*, with the startling information that they were in possession of a thorough knowledge of the science of education and of the art of teaching!

THE *Southern Educator*, of Durham, after changing its name three times, its residence three times, its form four times and its editor four or five times, has at last attained the dignity of a semi-political weekly "patent outside." Amid all the changing, however, it has rigidly adhered to its original policy of envy and jealousy towards THE NORTH CAROLINA TEACHER. Of course, therefore, it holds an opinion different from ours upon the Normal and Industrial School question, as it naturally does upon all other subjects. A little "weekly paper" in Northampton county seems to be doing most of the editorial work on *The Southern Educator* at present with articles which are stale and are also patented.

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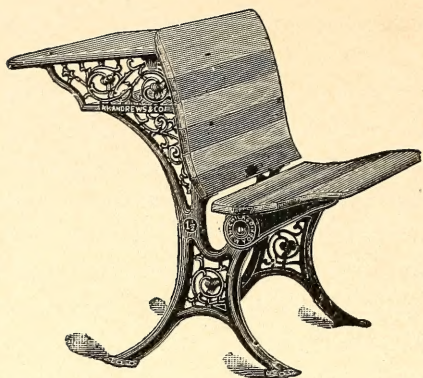
### AT RECESS.

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"FAITH" was described by an Ohio boy as "expectin' something ye ain't going to git."

IN THE POLITICAL ECONOMY CLASS.—Teacher—"Mention an infant industry." Scholar—"Sucking one's thumb."





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